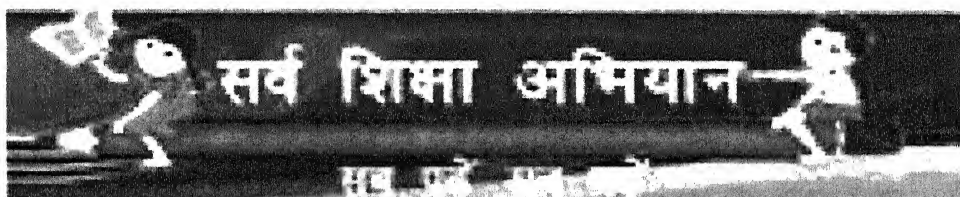


**MONITORING AND EVALUATION OF
SARVA SHIKSHA ABHIYAN,
DISTRICT- SIDDHARTH NAGAR
UTTAR PRADESH**



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Submitted to the
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By
G.S. MEHTA

Giri Institute of Development Studies

Sec-O, Aliganj, Lucknow-226 024

PREFACE

Sarva Shiksha Abhiyan is an effort to universalize elementary education through community ownership of the school system. The programme is to provide useful and relevant elementary education for all children by 2010. The emphasis of this programme is on mainstreaming out of school children through diverse strategies, as far as possible, and on providing 8 years of schooling for all children in 6-14 age group. The thrust is upon bridging of gender and social gaps and a total retention of all children in schools. With this framework it is expected that the education system would be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment.

These expectations from the existing SSA framework call for proper implementation of approved plans at district and state levels. It is also required to keep track on the achievement on important outcome indicators and to verify the process and procedures undertaken for the implementation of SSA. Under this process, the GIRI Institute of Development Studies has been appointed as a nodal agency for monitoring and evaluation of SSA programme of the state of Uttar Pradesh by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India.

In this context we have conducted the monitoring and evaluation of SSA programme in the district of Siddharth Nagar, Uttar Pradesh. We are thankful to Shri Ravi Chand, IAS Department of School Education and Literacy, MHRD, Government of India for assigning this task to us. We are also thankful to Shri Girija Shankar Senior Consultants, Monitoring (Ed.-CIL) for lending their all-possible cooperation to undertake this assignment.

The State Project Officer, Uttar Pradesh under the leadership of Shri Deepak Trivedi, IAS (SPD) is undertaking the implementation of SSA program at the State level. We are immensely grateful to him for providing all support for the monitoring and evaluation of this program. Shri B.D.Sharma, Additional Director, Office of the State Project Director has provided all necessary support to in conducting the study. Dr.S.S. Sirohi, Senior Professional, State Project Director, Lucknow has been kind enough to extend all necessary support in conducting the study. We thank to all of them.

I express my deep sense of gratitude to Prof. A.K.Singh for providing me a great opportunity to undertake this study, which have been of my great interest since long period. I am sincerely thankful to Dr. Fahimuddin Dr. B.K.Bajpai and Dr R.C.Tyagi for providing valuable support and suggestions in different stages of the completion of the study. The timely completion of the study was the result of a fine team work displayed by all those associated with the project. Mr. K.S. Deoli, Miss. Farzana Begum, Mr. Awdhesh Kumar, Mr. Deep Chandra Arya and Miss. Parul Dixit undertook the collection and analysis of data. Mr. Manoharan K. and Geeta Bisht handled the word processing of report. Mr. R.S. Bisht provided the secretarial assistant in maintaining the records of the project. I am grateful to all these colleagues for their valuable assistance.

Giri Institute of Development Studies
Lucknow

G.S.MEHTA

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EXECUTIVE SUMMARY

SARVA SHIKSHA ABHIYAN:

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA program is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. In other words, Sarva Shiksha Abhiyan is –

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education.

AIMS:

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

OBJECTIVES:

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.

- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

PREPARATORY ACTIVITIES:

The preparatory activities are expected to initiate a process of institutional development and capacity building for professional management of elementary education sector at the local level. The focus has to be on capacity building through training, rigorous planning processes, focus on community based data collection and its analyses, and most of all, a willingness to allow the local community to manage schools. It is expected that the preparatory phase will take anywhere from four to eight months. The preparatory phase provides for the following:

- Office equipment as per need,
- Cultural activities for mobilization for SSA,
- Computer hardware and software for effective MIS at the district level,
- School-based activities up to Rupees 1000 to a school,
- Household surveys and preparation of habitation Plans up to Rs. 3 per household,
- A set of base line Studies, etc.

SCOPE O F WORK:

The Programmes to be covered include:

- Sarva Shiksha Abhiyan
- Achievement level of primary and upper primary schools.
- Mid-Day Meal Scheme
- Kasturba Gandhi Balika Vidyalaya
- National Programme for Education of Girls at Elementary Level.
- Alternative schooling

SAMPLE DESIGN:

There were 1538 primary and 625 upper primary schools and 26 Maktab/ Madarsa, 160 cluster model schools for NPEGEL and 1 Kasturba Gandhi Balika Vidyalaya functioning in the district.

A random sampling method was adopted in the selection of primary and upper primary schools for undertaking a detailed study. The sample primary and upper primary schools

were drawn from 4 blocks and 1 urban area of the district. The total size of consisted of 77 primary and 31 upper primary schools. In addition 9 cluster model schools for NPEGEL, 3 Madrasa and 1 KGBV were also covered in the sample. The details of sample size has been shown in Table 1.2. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

Main Findings and Suggestions

- Literacy among both men and women has been increasing at much faster rate in the district as compared to state level but the proportion of literates among both sexes in the districts are lagging far behind to their counterpart in the state.
- There were 1538 primary schools and 625 upper primary schools in the district till March 2007. During the current financial year, 10 primary and 63 upper primary schools were sanctioned but none of the sanctioned primary and upper primary school were opened in the district.
- Looking into the inaccessibility situation arising in a majority of villages the sanctioned schools should be opened without delay.
- There was an alarming gap of nearly 55 percent in the number of sanctioned and appointed all category of teachers at primary schools. Even it was as higher as about 86 percent in case of assistant teachers. All the vacant positions of teachers should be filled very soon.
- Out of the sanctioned posts of 551 headmasters and 1189 assistant masters only 62.61 percent and 32.88 per cent respectively were filled till now. Initiatives should be carried out to appoint the different category of teachers on priority basis so that imparting of learning to students can be assured.
- In all 3950 primary teachers and 694 upper primary teachers were identified eligible for TLM grant for the year 2007-08 and all of them had accordingly received the TLM grant.
- The BSA Office had released Rs.197500 and Rs.347000 to the VECs account respectively for primary teachers and upper primary teachers on September 24, 2007.
- All the 3952 primary teachers and 736 upper primary teachers were appointed on regular basis. Excepting the Shiksha Mitra the other position of teachers were

appointed through DPO/Basic level while the Shiksha Mitra were appointed at VEC level.

- A significant proportion of nearly 99 percent primary teachers and over 98 percent Shiksha Mitra were provided the training of remedial teaching and EMIS at the DIET. However a very high proportion of targeted upper primary teachers had not any availed training so far. The provision of imparting required subjects of training to upper primary teachers should immediately be carried out.
- So far not any orientation training was organized for primary teachers in the district as the BSA Office has not provided any list of targeted teachers to the DIET. Even a very small proportion of 16 percent targeted Shiksha Mitra were given the orientation training till October 2007. The orientation training programme should be provided regularly to both teachers and Shiksha Mitra through fixing the target with the start of school session. Timely providing the list of targeted number of teachers for training to the DIET should also be maintained.
- Also no initiatives were undertaken for organizing refresher's training for Primary and Upper Primary Teachers. In fact only a little over one third proportion of targeted Shiksha Mitra have been provided refresher training till November, 2007. The identification of teachers for imparting the refresher training may be done very soon. In fact maximum teachers should be covered under this training
- Almost the children of different communities enrolled in both primary and upper primary schools have been provided free text books either from the SSA grant or the State grant though the proportion of children received free text books from the State grant were reported much higher than those received from the SSA grant.
- The proportion of children who received free text books from the grant of State were relatively very high as compared to those received from the SSA grant in both primary and upper primary schools.
- Significantly a very high proportion of school going age group of children were found availing education in the district. However the gross enrolment rates of girls were still lagging behind to boys in both the school going age groups Undertaking initiatives to maximize overall enrolments of both boys and girls but largely girls should be taken up seriously. Initiatives should also be taken up to achieve maximum retention rate of children at upper primary level.

- The construction of additional class rooms in existing primary schools was started very late in the month of October 2007 so the construction work was in progress. There should be no delay in both allocation of funds for construction of new school buildings and spot verification of proposed new schools from the part of school administration.
- The construction work of the building of both new primary and upper primary school has not started yet. Involvement of public representatives, especially MPs and MLAs in matter related to identification of location for new schools and their representation in the advisory committees has been unnecessarily delaying the progress of construction work of new school buildings and additional class rooms in existing schools. So their involvement should be minimized in such activities.
- The school grant has been released to all the 1538 primary schools and 625 upper primary schools. The approved grant has been duly released in the VEC account for the primary and upper primary schools for whom the grant was approved
- The BSA Office has not made any centralized purchases. The centralized purchase for schools should be made by the BSA Office from the school grants to avoid the leakages in purchases made by schools through VEC.
- In the district, 118 EGS/AIE centers were sanctioned till March 2007. Another 174 EGS/AIE Centres were also sanctioned in the present financial year of 2007-08. However not any sanctioned EGS/AIE Centres were in position. The ongoing backlog of both the categories of centers should be made in position as soon as possible. The EGS/AIE centers should function regularly in every year so that the children who are not in a position to get enrolled in formal schools may get the opportunity to avail elementary education from these informal educational centers.
- A highest proportion of 71 percent EVs had Intermediate level of education, nearly 20 percent were possessing graduation and above level of education.
- The approved EGS/AIE Centres were not functioning since last financial year. No children could be enrolled in these centers. So the question of main streaming of children from these centers does not arise.
- There were 14 BRC and 160 NPRC centers as sanctioned till March, 2007 but 1 sanctioned BRC was not opened. During the present financial yeae,13 BRC and 160 NPRC centers were in position. There were 14 positions of each BRC coordinators

and Assistant Coordinators sanctioned during current financial year. But one BRC Coordinator was not appointed so far. The sanctioned BRC center should be opened immediately. Accordingly the vacant position of Assistant Coordinator should be filled.

- It was assessed that a significant initiatives were undertaken to bring maximum numbers of girls, especially who are not in a position to enrolled in formal educational system through expansion of informal educational institutions
- All the 160 sanctioned NPEGEL Centres were functioning and all had drinking water and toilet facilities. Construction of additional room in almost the model school cluster should be ensured immediately. The facility of electricity should be make access to each of the model school cluster.
- Out of the 12 KGBV sanctioned for the district only one of them was functioning .Initiatives should be undertaken for providing the elementary educational facilities to girls through making the sanctioned KGBVs functional in not accessible areas. The construction of building for sanctioned numbers of KGBVs should be started immediately and all the sanctioned KGBVs should be made functional. A proper verification of the construction site of the building of KGBVs should be ensured.
- The EMIS/DISE have well maintained the different educational statistics of the district but the paucity of staff was reported. The vacant position of MIS incharge and other computer staff should be filled so as to maintain the data bank properly.
- Almost all the sanctioned posts for SSA programme were filled. However 2 positions of district coordinators and one position of MIS Coordinator were still vacant. From the view point of efficiently functioning and achieving successful outcome of the implementation of SSA programme a strong administrative set up is necessary. Therefore it is necessary to fill all the vacant positions as sanctioned for SSA programme.
- A high proportion of over half of the primary and one third proportion of upper primary schools were constructed and established 10 years ago. A lowest proportion of 6.49 percent primary schools and 16.13 percent upper primary schools were established 2 years ago. But the construction of building took place during 2 years ago constituted relatively much higher at 15.58 percent for primary schools and 37.70 percent for upper primary schools. Thus these findings reflected about the larger extent of delay practices being extended in construction of school buildings which resulting the backlog in construction of school buildings..

- A Majority of over 30 percent primary schools and 32.26 percent upper primary schools had the availability of 4 class rooms. No primary schools had more than 7 classrooms but the availability of above 5 classrooms in primary school seems to be underutilized. In 71 percent upper primary schools had the availability of above 5 classrooms but in most of the cases these classrooms were not utilized fully. There should be the provision of providing at least 5 classrooms in primary schools and 4 classrooms in upper primary schools. Inequality in making the availability of classrooms among different schools to be minimized.
- The facility of blackboard and mats/furniture was well access in a significant proportion of both the categories of schools. A little over half the primary schools and 61 percent upper primary schools had the facility of play grounds. The sports items were provided to nearly three fourth of both the categories of schools which were well in use in the schools. A very high proportion of both the category of schools had the accessibility of a single verandha. A very small proportion of 29 percent primary schools as against 45 percent upper primary schools were covered by boundary walls. The sports items should be provided to each of the schools. The provision should be to cover all the schools by the boundary wall for security reason. The facility of playground should be ensured to each of the schools. All the upper primary and 81.82 percent primary were provided drinking water facility. Merely 6.35 percent primary schools and 16.13 percent upper primary schools were provided the facility of drinking water through the SSA funds. The contribution of Swajaldhara scheme in providing such facility was in favor of nearly 29 percent primary schools and 16.13 percent upper primary schools. All the primary schools should cover under the drinking water facility. For which the funds to be created through SSA Scheme.
- The facility of toilets was available in 78 per cent primary and 81 per cent upper primary schools. Independent facility of toilets for girls was noted in 76 per cent primary and 65 per cent upper primary schools. But the toilets in one primary and 5 upper primary schools were not in use largely due to their poor maintenance.
- The problem of proper ventilation in the classrooms was reported in a very larger proportion of 88.31 percent primary schools. Atmosphere in a significant proportion of over 80 percent primary and 90 percent upper primary schools was rated good. Also the proper space for sitting of children in classrooms was available in about 82 percent primary and 87 percent in upper primary schools. But only the children of 10 percent

primary and 6 percent upper primary schools were provided the health related facility during last 6 months. The provision of providing health care facility to the children should be ensured. Emerging Ventilation problem in the classrooms of primary schools need proper attention.

- The poor quality of material used in the construction and a long age of construction of school buildings happened to be the important concern of the emerging cracks on the roofs, floors and walls of buildings. Emerging poor condition of school buildings should be taken care off. In the future proper verification of materials as used in construction of school building should be done.
- There was a large gap in number of sanctioned teachers and presently working teachers. The proportion of presently working teachers to total numbers of sanctioned teachers accounted only 58.20 percent, even it was as low at 16 percent for assistant teachers. Per primary school numbers of working teachers was only 2.76 as against the sanctioned numbers of around 5 teachers.
- A more striking features were that in spite of a very low number of teachers presently appointed in the primary schools the rate of absenteeism among them accounted very high at 27.70 percent, even it was as higher at over 33 percent among assistant teachers and 29 percent among Head Masters. A highest proportion of 39 percent teachers were absent without giving any reason followed by 32 percent teachers, mainly Shiksha Mitra were undergone for training. The vacant positions of teachers should be filled as soon as possible to avoid the suspension of teaching/closer of schools as being held in many schools. Proper mechanism should be initiated for checking the presence of teachers so as to minimize the rates of absenteeism among teachers. Surprise visits should be made by the Inspector of schools to ensure the presence of teachers in schools.
- In regard to upper primary schools the positions of a very high proportion of 42 percent teachers, consisting 13 percent Head Masters and 56 percent Assistant Masters were vacant. Among working teachers the rate of absenteeism was very high at 40 percent., 30 percent for Head Masters and 50 percent for Assistant teachers. A overwhelming majority 70 percent teachers were absent without giving any reason of their absent from the school. The absenteeism of teachers should be minimized through making a provision of surprise monitoring of schools by the inspector of schools. The vacant positions of teachers should be filled immediately.

- Different types of training was provided to nearly 94 percent primary and all the percent upper primary teachers. A very large proportion of 72 percent primary and 77 percent upper primary teachers availed the training of teaching learning. Only 16 percent upper primary and 28 percent primary teachers received the training of computer and EMIS respectively.
- The venue of training had been mainly at BRC for 79 percent teachers and DIET for 7 percent teachers. The trainers were also mainly from BRC and DIET. The duration of training for a majority of teachers was for 1 to 3 days. A very high proportion of 88 percent primary and 81 percent upper primary teachers were satisfied with training inputs. The focus of training should centered around to teach practical aspects rather to concentrate only on theoretical aspects. There should be no delay in submitting the list of eligible teachers for different types of training to the DIET from the part of BSA Office. The training modules should be updated frequently. Maximum numbers of teachers should be covered in each training. Looking the paucity of the number of teaching staff available in schools the training should mainly be organized during holidays so that the school may remain open and teaching work do not suffer.
- The absenteeism of children was found in 75 percent primary schools. The participation in agricultural activities was noted as the main reason of absenteeism. Other important reasons of absenteeism of children were as their participation in local festivals and social ceremonies and looking after their young brothers and sisters and animals. The emerging problem of unprecedented increasing absenteeism of children can be minimized through involving VECs and Teachers for holding the parents meeting against it. The VEC's and PTA's should contribute a active role in motivating the parents to make best possible efforts to send their ward in school so as to improve the retention rate of children.
- In primary schools, achievement level of very small proportion of 3 percent students was rated A grade in reading of both Hindi and English while in writing the proportion of students who achieved same grade was 7 percent and 22 percent. In all, the performance of students in case of writing and reading of hindi was found good in 73 percent and 93 percent schools respectively. In case of reading and writing of English, it was good in 86 percent and 84 percent schools respectively. However the performance of students in maths was graded good in 82 percent schools. Achievement level among students can be further improved through regularization of

teaching work which is possible if all the vacant position of teachers are to be filled and the attendance of teachers in schools is ensured.

- In case of upper primary schools the performance of students in a larger proportion of schools was found quite satisfactory in reading and writing of English (in 87 percent schools for each aspects and, 84 percent in reading and 78 percent in writing of Hindi). The performance of students in a very large proportion of 65 percent schools was found very unsatisfactory in the subject of Maths. Ensuring the presence of teachers in schools and taking classes regularly would be necessary for achieving better educational performance among the students. The strength of teachers as per their sanctioned numbers should also be maximized to achieve this goal.
- The behavior of a high majority of 59 percent students with their teachers was found satisfactory. In fact another over 36 percent primary and 35 percent upper primary students were maintaining good behavior with their teachers. Only 4.63 percent students that too who were studying in upper primary schools were maintaining bad behavior with the teachers
- In 32.46 percent primary and 33.76 upper primary schools the enrolment of students were not undertaken as per prescribed norms of age. In primary schools, 0.73 percent and 1.12 percent of enrolled students were with less and above age groups respectively. The proportion of such students in upper primary schools was 1.20 percent and 1.35 percent respectively.
- The left-out rates among boys were higher than among girls in both the level of schools. The percentage of left- out students was 0.29 percent in primary schools and 0.31 percent in upper primary schools. A very high proportion of 85 percent primary and 92 percent upper primary left-out students were studying in other schools. Reduction in incidence of left-out and retention of students can be better achieved through bringing awareness among parents by both teachers and VEC members.
- A total of 187 children, comprising 146 children in primary and 41 children in upper primary school going age groups were identified for special need. Out of which 58 percent children in primary and 78 percent children in upper primary schools were enrolled. A majority of children were disabled by speaking and hearing.
- Distribution of free text books was carried out among all enrolled students in both in primary and upper primary schools. Irrespective of delayed in supply of books in many

schools all the children of both primary and upper primary schools were provided free text books. Delay in supply of text books from BSA Office was reported by 23 primary and 1 upper primary schools.

- The mid-day meal program was being implemented in all the primary schools. The menu was written in the walls and the food was being supplied accordingly in most of the schools. However the green vegetables were hardly being supplied in a very high proportion of schools. A significant proportion of 82 percent students were happy with the quality of food being supplied to them. Non-availability of food items and inaccessibility to market were the main reasons behind not cooking food according to menu. A good numbers of students had taken food on the day of our visit in sample primary schools.
- A large numbers of students were aware of washing their hand before and after taking meals and take meal in organized way. Nearly in half the schools the students were also aware of keeping water for cleaning utensils and were not practicing differences in eating food together on the basis of castes, gender etc.
- Inspection of MDM was generally regularly done daily, mainly by school teachers. Involvement of VEC and parents in MDM should be maximized. The performance and contribution of VECs and Parents in generation of funds /items was generally very bad in sample schools. In fact the VECs and parents were contributing in undertaking the supervision of MDM in a very small proportion of schools. The involvement of VECs and Parents should be maximize in the implementation of MDM program.
- The representation of different castes/communities in the VEC's of both primary and upper primary schools was well maintained according to their size of population. Among the total members, the proportion of B.C. population was highest at 36 percent and it was lowest at 13 percent for S.C. population. A well representation was also provided to women to represent the VEC's formed in both primary and upper primary schools.
- Looking after the presence of average number of meeting held in a month during last 6 months were 3.44. Till date no training programme was organized for VEC's in the district, though it is proposed to be initiated in January.
- The contribution of VEC's in different aspects of improving the condition of schools was quite appreciable. Their contribution was more remarkable in teachers in the schools.

- There was a large gap between the amount of grant received per school and its utilization in different heads, especially in primary schools. Construction of additional class rooms and school maintenance were the two major heads for which the grants were received. The utilization of grants was reported only in 71 percent primary schools and 75 percent upper primary schools. Utilisation of grant was full in the head of school development in case of primary schools and construction related activities and maintenance in upper primary schools. The under utilization of grant was revealed in most of the heads except school development of primary schools and heads like TLM and NPEGL in case of upper primary schools. The schools should ensure the timely and properly utilization of grants. The SSA Office should take initiatives to check the maintenance of various records of VEC's frequently.
- Less than one percent teachers received TLM amount. No teacher was provided TLM training. Display of TLM was seen in 45 percent primary and 42 percent upper primary schools. Less than 50 percent children used TLM. The grant of TLM should be made available timely. The teachers should be given proper training for using TLM. The teachers in a significant proportion of both primary and upper primary schools have been using TLM. Only the teachers of 19 percent primary schools as against 16 percent upper primary schools have never used TLM.
- The construction of additional rooms was either in the stage of near completion or the roofing was only left. The head Masters were mainly made incharge of the construction work.
- The construction of additional rooms was in progress in 12 percent primary and 13 percent upper primary schools. The hand pumps were installed in a very small numbers of 2.77 percent schools, through Swajaldhara scheme; though there was a provision to install hand pumps in another same proportion of schools. The toilets were under construction in 4.62 percent schools and there was a proposal to construct toilets in another 2.77 percent schools. Efforts should made to cover all the schools under drinking water facility through funds created from TSS. The provision of providing toilet facility is necessary for all schools.
- The JE's did not visit in two primary and one upper primary school for supervising the construction work. The supervision of construction was done largely at block level. Inspection of the construction work on the spot was performed in cases of all the schools. Inspection was done mainly at the foundation level and during the ongoing

construction work. The quality of construction work was found quite satisfactory in most of the cases.

- Out of the sanctioned 12 KGBVs only one was functioning in the district, in which 75 children were enrolled and half of the sanctioned teachers were appointed. Looking the lower level of enrolments among girls as compared to boys in formal schools there is a need to open all sanctioned KGBV's as soon possible. The locations for construction of building for KGBV should be identified soon. The enrolments of girls in presently functioning KGBV were very low. Their enrollments should be maximized. The vacant positions of teaching and non-teaching staff should be filled. There was a good representation of different castes of girls studying in the KGBV
- All the 9 Model Cluster Schools received grant from the Govt. The amount of grant provided per school was Rs.2.33 lakh. The facility of drinking water and toilet was not available in surveyed schools. The students were not provided free text books. The enrolment of children per school was 20 in numbers. The TLM was received by all the model cluster schools. The facility of drinking water and toilet should be made available in each schools. The provision of providing free text books to children should be ensured
- Madrasas were evenly established among the different tehsils. All of them were located on their own permanent building. Each of the Madrasa had trained Acharyas for teaching work.
- There was a little security problem seen in only a small proportion of schools. Even the emerging situation of hygiene, cleanness and discipline among students in a overwhelming majority of both primary and upper primary schools was not bad but still more attention is required to be devoted in favor of these concerns.

CHAPTER – I

INTRODUCTION

1.1 Basic Feature of Sarva Siksha Abhiyan

Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. The SSA programme is to provide useful and relevant elementary education to all children falling in the age group of 6 to 14 years age by 2010. There is also another important goal to achieve social, regional and gender equality through the active participation of community in the management of schools.

1.2 Objectives of Present Study

The objective focus of present study is centered around to monitor and Evaluate the SSA Programme in Siddharth Nagar of Uttar Pradesh. In detail the objectives of the study are as follows:

- (i) To assess the progress of implementation of approved plan at the level of sample district and state level.
- (ii) To investigate the progress in achievement of some key outcome indicators through adopting sampling methods.
- (iii) To verify process and procedures undertaken for the implementation of SSA.

1.3 Scope of Work

The Programmes to be covered include:

- (i) Sarva Shiksha Abhiyan
- (ii) Achievement level of Primary and Upper Primary Schools
- (iii) Mid-Day Meal Scheme
- (iv) Kasturba Gandhi Balika Vidyalaya
- (v) National Programme for Education of Girls at Elementary level.
- (vi) Alternative Schooling etc.

1.4 The Sample Design and the Methodology

The District Siddharth Nagar is divided into fourteen development blocks. According to information obtained from the BSA office ,there were 1538 Primary Schools and 625 Upper Primary schools spread over in different rural and urban areas of the district. In addition to these formal schools ,there were 160 NPEGEL,26 Madrasas and 1 Kasturba Gandhi Vidyalaya functioning in the District. The details are presented in Table –1.1

Table 1.1: Total Number of Schools

Sl. No.	Block Name	PS	UPS	Alternate Education					Girls Education		Total
				EGS	AIE	MM	RBC	NRBC	NPEGEL	KGBV	
1.	Naugarh	96	39	-	-	2	-	-	9	1	147
2.	Burdpur	96	42	-	-	1	-	-	10	-	149
3.	Uska	122	59	-	-	4	-	-	12	-	197
4.	Santha	76	31	-	-		-	-	8	-	115
5.	Jogia	90	29	-	-	1	-	-	9	-	129
6.	Bansi	107	34	-	-	2	-	-	12	-	155
7.	Khesraha	115	50	-	-		-	-	13	-	178
8.	Mithwal	129	52	-	-	1	-	-	15	-	197
9.	Dumariyaganj	157	74	-	-	8	-	-	16	-	255
10.	Bhanwapur	132	47	-	-	2	-	-	14	-	195
11.	Etwa	120	41	-	-		-	-	12	-	173
12.	Khuniyon	115	48	-	-	3	-	-	13	-	179
13.	Shohratgarh	82	38	-	-	1	-	-	8	-	129
14.	Badhni	101	41	-	-	1	-	-	9	-	152
Total		1538	625	-	-	26	-	-	160	1	2350
No. of Sample Schools		77	31			3			9	1	121
% of Sample Schools		5.01	4.96	-	-	11.53	-	--	5.62	100	5.14

Source: SSA Programme, BSA, District Siddharth Nagar, U.P.

The sample of different categories of schools for undertaking survey was drawn among the four development blocks and one urban area of the district. The selection of sample primary and upper primary schools was carried out on the basis random sampling method. The total size of sample consisted of 77 primary and 31 upper primary schools, 9 NPEGEL,3 Madrasas and one Kasturba Gandhi School. As reported by the BSA Office the other informal educational schools such as EGS, AIE, NRBC and RBC have been not functioning currently. The collection of required primary data and other necessary information was carried out through well-designed interview schedules. The details of different categories of schools covered for present study from different blocks are presented in Table 1.2.

Table 1.2: Number of Sample Schools in Siddharth Nagar District

Sl No.	Name of Blocks	Primary School	Upper Primary School	NPEGEL	EGS	AIE	Madrasa	KGBV	Bridge course		Total
									RBC	NRBC	
1	<u>Burdpur</u>	96	42	10			1				149
	%age Schools/Centres	(20.60)	(21.65)	(21.28)	-	-	(7.69)	-	-	-	(20.69)
	Sample no of Schools	15	7	2							24
2	<u>Bansi</u>	100	31	12			1				144
	%age Schools/Centre	(21.46)	(15.98)	(25.53)	-	-	(7.69)	-	-	-	(20.00)
	Sample no of Schools	17	5	2							24
3	<u>Dumariyganj</u>	157	74	16			8				255
	%age Schools/Centre	(33.69)	(38.14)	(34.04)	-	-	(61.53)	-	-	-	(35.41)
	Sample no of Schools	26	12	3			2				43
4	<u>Badhni</u>	99	40	9			1				149
	%age Schools/Centre	(21.24)	(20.62)	(19.15)	-	-	(7.69)	-	-	-	(20.69)
	Sample no of Schools	16	6	2							24
5	<u>Urban Area</u>	14	7				1	1			23
	%age Schools/Centre	(3.00)	(3.00)	-	-	-	(8.33)	(100.00)	-	-	(3.19)
	Sample no of Schools	3	1				1	1			6
	<u>Total</u>	466	194	47			12	1			720
	%age Schools/Centre	(100.00)	(100.00)	(100.00)	-	-	(100.0)	(100.00)	-	-	(100.00)
	Sample no of Schools	77	31	9			3	1			121
	<u>%age Schools/Centre</u>	(100.00)	(100.00)	(100.00)			(100.00)	(100.00)			(100.00)

Source: SSA Programme, District Siddharth Nagar, U.P.

Several other important information such as structure and functioning of SSA Staff involved in programme implementation progress achieved in the SSA programme implementation etc. in the district.

The details of distance-wise break –up of covered sample primary and upper primary schools from the BRC and NPRC in the district is as follows,

Table 1.3: Distance of Sample Schools from B.R.C./ N.P.R.C.

Sl. No	Distance	Primary School	Upper Primary School	Total
1	BRC			
	a. Within 3 KM	13 (16.88)	3 (9.67)	16 (14.81)
	b. 3 to 5 KM	17 (22.07)	14 (45.16)	31 (28.70)
	c. 5 to 8 KM	15 (19.48)	3	18 (16.66)
	d. Above 8 KM	32 (41.55)	11 (35.48)	43 (39.81)
	Total	77 (100.00)	31 (100.00)	108 (100.00)
2	NPRC			
	a. Within 3 KM	51 (66.23)	20 (64.51)	71 (65.74)
	b. 3 to 5 KM	29 (37.66)	9 (29.03)	38 (35.18)
	c. 5 to 8 KM	6 (7.79)	2 (6.45)	8 (7.40)
	d. Above 8 KM	1 (1.29)	-	1 (0.92)
	Total	77 (100.00)	31 (100.00)	108 (100.00)

Source: Field survey, SSA Programme, BSA, District -Siddharth Nagar, U.P.

CHAPTER- II

EDUCATIONAL PROFILE OF SIDDHARTH NAGAR

2.1 INTRODUCTION

The Siddharth Nagar District named after prince Siddharth, the pre-enlightment name of Buddha was carved out by bifurcating Basti district in 1988. The Tehsil headquarter Navgarh has been converted as the present district headquarter. The district lies between the parallels of 26° 23' and 27° 30' North and Latitude and 82° 17' and 80° 20' East Longitude. Its maximum length from north to south is about 75 km and breath from east to west about 70 km. The district lies between newly created district Sant Kabir Nagar on the east and Gonda on the west while on the North it is bounded by Nepal.

The geographical area of the district is 2752 sqr. Km and is spread over into five tehsils; Nargarh, Shohratgarh, Bansi, Itwa and Dumariaganj. According to 2001 census record the population of district is 2,038,598; comprising 104757 males and 991025 females. Similarly, the proportion of literate population in the district accounted for a little over 42 per cent; nearly 57 per cent for men as against 27 per cent for women. However, it revealed that the district has achieved a significant progress in increasing the literacy among both men and women during 1991 to 2001. But the literacy rates of both men and women in the district are lagging for behind to their counterpart at the state level.

In all, the percentage increase in literacy of both men and women has been witnessed relatively much higher at district level as compared to state level.

Findings and suggestions

Literacy among both men and women has been increasing at much faster rate in the district as compared to state level but the proportion of literates among both sexes in the districts are legging far behind to their counterpart in the state.

Table-2.1: Literacy Rate in Siddharth Nagar and U.P.

Sl. No.	Item	Uttar Pradesh		Siddharth Nagar District	
		1991	2001	1991	2001
1	People	40.7	56.3	27.09	42.30
2	Male	54.8	68.8	40.91	56.66
3	Female	24.3	42.2	11.84	27.08

Source: Census of India, 2001.

Findings and Suggestions

- There were 1538 primary schools and 625 upper primary schools in the district till March 2007
- During the current financial year 10 primary and 63 upper primary schools were sanctioned but none of the sanctioned primary and upper primary school were opened in the district.
- Looking into the inaccessibility situation arising in a majority of villages the sanctioned schools should be opened without delay.

2.2 Status of Schools :

According to information obtained about the opening pattern of primary and upper primary schools from the office of Basic Shiksha Adhikari, Siddharth Nagar, there were 1538 primary schools and 625 upper primary schools functioning in the district as on March 31, 2007. Number of primary and upper primary schools as sanctioned during the current financial year of 2007-08 were noted at 10 and 63 respectively. However, none of the sanctioned primary and upper primary schools were opened during the current year. In all 2162 schools, comprising 1538 primary and 625 upper primary school were currently functioning in the district (Table 2.2).

Table-2.2: Details about Opening of Schools:

Sl. No.	Details	PS	UPS	Total
1	No. of Schools as on 31.03.07	1538	625	2163
2	No. of Schools Sanctioned in current financial year-2007-08	10	63	73
3	No. of Schools Opened in current financial year-2007-08	0	0	0
4	Current Status of School	1538	625	2163

Source: SSA Programme, BSA, District- Siddharth Nagar, U.P.

2.3 Status of Teachers :

Primary Schools

All the 8695 positions of teachers, comprising 1402 head schools for primary schools were sanctioned till March 31, 2007. However during the current financial year, not any additional positions of teachers were sanctioned for primary schools. In fact, of the sanctioned teachers for different positions the actual appointment carried out against the corresponding positions were as low as 14.29 per cent for assistant teachers, 64.55 per cent for head masters and 79.86 per cent for Shiksha Mitra. In all, only 45.45 per cent of the sanctioned teachers could be appointed in primary schools during the current financial year. Thus there was a overall gap of nearly 55 percent; consisting highest at 85.71 per cent for assistant teachers followed by 35.45 per cent for headmasters and 20.14 per cent for Shiksha Mitra in regard to sanctioned and appointed numbers of teachers in respective positions. The sanctioned positions of teachers needed to be filled that the children could be imparted proper education.

Table-2.3 A: Details about Teachers in Primary Schools

Sl.No	Details	Sanctioned as on 31.03.07	Sanctioned during 2007-08	Total Sanction	Appt. against sanctioned	Different
1	Headmasters	1402(100.00)	-	1402(100)	905(64.55)	497(35.45)
2	Assistant teachers	4235(100.00)	-	4235(100)	605(14.29)	3630(85.71)
3	Shiksha Mitra	3058(100.00)	-	3058(100)	2442(79.86)	616(20.14)
	Total	8695(100.00)	-	8695(100)	3952(45.45)	4743(54.55)

Source: SSA Programme, BSA, District- Siidharth Nagar, U.P..

Findings and Suggestions

- There was an alarming gap of nearly 55 percent in the number of sanctioned and appointed all categories of teachers at primary schools. Even it was as higher as about 86 percent in case of assistant teachers.
- All the vacant positions of teachers should be filled very soon.

Upper Primary Schools

Similarly a total of 1740 positions, comprising 551 positions of headmasters and 1189 positions of assistant masters were sanctioned for upper primary schools up to the financial year 2006-07. Out of these sanctioned positions, only 42.30 percent positions of teachers, 62.61 percent headmasters and 32.88 percent assistant teachers have been filled so far. Since a significant numbers of schools had single teacher .In the cases of training organized for teachers at DIET the teachers were forced to close the school so as to attained the training . It is therefore necessary to fill the sanctioned posts of teachers so as to avoid the situation of closing the school during the training organized for teachers.

Findings and Suggestions

- There was a very large difference between the different positions of sanctioned teachers and appointed teachers. Out of the sanctioned posts of 551 headmasters and 1189 assistant masters only 62.61 percent and 32.88 per cent respectively were filled till now.
- Initiatives should be carried out to appoint the different category of teachers on priority basis so that imparting of learning to students can be assured.

Table No 2.3B- **Details about Teachers in Upper Primary Schools**

SINo	Details	Sanctioned as on 31.03.07	Sanctioned during 07-08	Total sanctioned	Appt. against	Difference
1	Headmaster	551(10000)	-	551(100)	345(62.61)	206(37.39)
2	Assistant teacher	1189(100.00)	-	1189(100)	391(32.88)	798(67.12)
3	Total	1740(100.00)	-	1740(100)	736(42.30)	1004(57.70)

Source: SSA Programme, BSA Office Siddharth Nagar, UP.

2.4 **Recruitment of Teachers :**

The appointment of different categories of teachers both at primary and upper primary level was undertaken on a regular basis. However, the appointment of headmasters and assistant masters was carried out at BSA or DPD level while the recruitment of 2442 Shiksha Mitra for primary schools was performed at VEC level.

Table-2.4: **Mode of Recruitment of Teachers**

Sl. No.	Details	Primary Schools				Upper Primary Schools			
		No. of Teachers Appointed in 2006-07		Appt. at DPO/ Basic Level	Appt. at VEC Level	No. of Teachers Appointed in 2006-07		Appt. at DPO/Basic Level	Appt. At VEC Level
		Regular	Contract			Regular	Contract		
1	Headmaster	905	-	105	-	345	-	345	-
2	Assistant Teacher	605	-	605	-	391	-	391	-
3	Shiksha Mitra	2442	-	-	2442	-	-	-	-
4	Total	3952	-	710	2442	736	-	736	-

Source: SSA Programme, BSA, District- Siddharth Nagar, U.P.

Findings and Suggestions

- All the 3952 primary teachers and 736 upper primary teachers were appointed on regular basis.
- Excepting the Shiksha Mitra the other position of teachers were appointed DPO/Basic level while the Shiksha Mitra were appointed at VEC level.

2.5 Teacher's In-Service Training :

In the context of improving the quality of teaching and bringing qualitative changes in the aptitude of children the training for the teachers of both primary and upper primary schools were being organized at the DIET and BRC level. It was reported that the DIET had been imparting the In-service training to only the Headmasters of Primary and Upper Primary teachers in the subject related to remedial teaching, EMIS and other aspects while the same subjects of training were given at BRC level to the Assistant teachers and Shiksha Mitras. The target and identification of teachers for different component of trainings is fixed by the BSA office. As per information provided by the DIET the number of primary and upper primary school teachers which were provided the training of EMIS and remedial teaching were 3226 teachers and 706 teachers respectively. Out of which the training of 98.76 per cent primary teachers and 47.59 per cent upper primary teachers have been completed. In addition, 53 Shiksha Mitra as against the target of 57 Shiksha Mitra were also entrusted the service training. The details are presented in table 2.5.

Table-2.5: Teachers' In Service Training

Sl. No	Details	Primary Schools			Upper Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.10.08	Balance Left	Target No. of teachers for training	No. of teachers provided training as on 31.10.08	Balance Left
1	2	3	4	5	6	7	8
1	Headmaster	3226 (100.00)	3186 (98.77)	40 (1.23)	706 (100.00)	336 (47.59)	370 (52.41)
2	Assistant teachers	NA	NA	NA	NA	NA	NA
3	Shiksha mitra	57 (100.00)	53 (92.98)	4 (7.02)	NA	NA	NA
4	Total	3283 (100.00)	3239 (98.48)	44 (1.34)	706 (100.00)	336 (47.59)	370 (52.41)

Source: SSA Programme, BSA, District- SiddarthNagar, U.P.

Findings and Suggestions

- A significant proportion of nearly 99 percent primary teachers and over 98 percent Shiksha Mitra were provided the training of remedial teaching and EMIS at the DIET. However a very high proportion of targeted upper primary teachers had not any availed training so far.
- The provision of imparting required subjects of training to upper primary teachers should immediately be carried out.

2.6 Teachers Orientation Training :

Under the teacher's orientation programme the only 49 Shiksha Mitra were trained as against the target of 305 Shiksha Mitra to be trained. It was reported by the DIET office that the list of Shiksha Mitra for training has not been prepared by the BSA office till date.

Table-2.6: Teachers' Orientation Training

Sl. No.	Details	Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.10.08	Balance Left
1	HEAD MASTER	NIL	NIL	NIL
2	Assistant teachers	NIL	NIL	NIL
3	Shiksha mitra	305 (100.00)	49 (16.07)	256 (83.93)
4	Total	305 (100.00)	49 (16.07)	256 (83.93)

Source: SSA Programme, BSA, District- Siddharth Nagar, U.P.

Findings and Suggestions

- So far not any subject of training was organized for primary teachers in the district as the BSA Office has not provided any list of targeted teachers to the DIET. Even a very small proportion of 16 percent targeted Shiksha Mitra were given the orientation training till October 2007.
- The orientation training programme should be provided regularly to both teachers and Shiksha Mitra through fixing the target with the start of school session.
- Timely providing the list of targeted number teachers of training to the DIET should also be maintained.

2.7 Teacher's Refresher Training

As far as the teacher's refresher is concerned the DIET office has reported that the BSA office has neither provided any list of teachers nor the target of primary and upper primary teachers to be imported refresher training. In fact the list of Shiksha Mitra for concerned training has been provided to DIET very recently. Of the 3052 targeted Shiksha Mitra the refresher training of only 34.57 Shiksha Mitra has been completed till November, 2007.

Table-2.7: **Teachers' Refresher Training**

Sl. No	Details	Primary Schools			Upper Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.10.08	Balance Left	Target No. of teachers for training	No. of teachers provided training as on 31.10.08	Balance Left
1	Headmaster	nil	nil	nil	nil	nil	nil
2	Assistant teachers	nil	nil	nil	nil	nil	nil
3	Shiksha mitra	3052	1049	2003	nil	nil	nil
4	Total	3052	1049	2003	nil	nil	nil

Source: SSA Programme, BSA, District- Siddharth Nagar, U.P.

Findings and Suggestions

- So far no initiatives have been undertaken for organizing refresher's training for Primary and Upper Primary Teachers. In fact only a little over one third proportion of targeted Shiksha Mitra have been provided refresher training till November, 2007.
- The identification of teachers for imparting the refresher training may be done very soon. In fact, maximum teachers should be covered under this training

2.8 Teachers Learning Material (TLM) Grant :

The BSA office informed that the TLM grant has been transferred into the VEC's account without any delay. During the financial year 2007-08, a total of 3950 primary school teachers and 694 upper primary school teachers were identified eligible to receive TCM grant. Total grant sent by BSA to VEC accounts was noted at Rs.544500. Out of which the grant of Rs.197500 was for primary and Rs.347000 for upper primary school teachers. The TLM grant among both primary and upper primary school teachers was distributed on September 24, 2007. It was reported that almost the eligible teachers of both primary and upper primary schools were covered by the TLM grant during the current financial year.

Table-2.8: **Teacher's Learning Material (TLM) Grant**

Sl. No.	Details	Primary School	Upper Primary Schools
1	No. of teachers eligible to receive TLM grants in financial year 2006-07	3950	694
2	Total grant sent by BSA to VECs accounts	197500.00	347000
3	Date of release of TLM Grant	24.09.07	24.09.07
4	No. of teachers covered	3950	694

Source: SSA Programme, BSA, District- Siddharth Nagar, U.P.

Findings and Suggestions

- In all 3950 primary teachers and 694 upper primary teachers were identified eligible for TLM grant for the year 2007-08 and all of them had accordingly received the TLM grant.
- The BSA Office had released Rs.197500 and Rs.347000 to the VECs account respectively for primary teachers and upper primary teachers on September 24, 2007.

2.9 Distribution of Text Books

The details of text books as distributed among the children of different communities studying in primary and upper primary schools are presented in Table –2.9. It was reported that the distribution of free books was performed among 191889 primary and 49758 upper primary school children during the months of July and August 2007. The children of both primary and upper primary schools were given the free text books from the SSA as well as State grant. However the proportion of children who received free text books from the State grant were reported significantly much higher than the children who received free text books from the SSA grant both in primary and upper primary schools. In all, the free text books were distributed among 70856 children from the SSA grant and 121033 children from State grant in primary schools. In upper primary schools, the number of children who received free text books from SSA and State funds were 15774 and 33984 respectively.

Table-2.9: Details about Text Books Distribution

Sl No	Details	Primary School				Upper Primary School			
		Boys		Girls	Total	Boys		Girls	Total
		SC	GEN			SC	GEN		
1	No of Children to whom Free Text Books have been distributed	3548	1233	35428	191889	7887	33984	7887	49758
2	No of Children received Free Text Books from SSA	3548	0	35428	70856	7887	0	7887	15774
3	No of Children received Free Text Book from State grant	0	1233	0	121033	0	33984	0	33984
4	Actual date of books distributed to district level and schools	July – September 2007.							

Source: SSA Programme, BSA, District- Siddharth Nagar, U.P

Findings & Suggestions

- Almost all the children of different communities enrolled in both primary and upper primary schools have been provided free text books either from the SSA grant or the State grant though the proportion of children received free text books from the State grant were reported much higher than those received from the SSA grant.
- The proportion of children who received free text books from the grant of State were relatively very high as compared to those received from the SSA grant in both primary and upper primary schools.

2.10 Number of Children and their Enrolments

Based on the household survey conducted for enumeration of children in the district during September 2007 the total number of children enumerated in the age group 6-11 were 451180 (240296 Boys and 210884 Girls.). In the upper primary school going age group of 11-14 years the population of children was 167192 . Out of which the proportion of boys was relatively higher at 55.88 percent as against 45.30 percent of girls.

An assessment into the pattern of age –specific enrolments of children indicated that among the children with primary school going age group of 6-11years the proportion of them enrolled in availing education were 99.52 percent. Among them the proportion of boys and girls was noted as 99.53 percent and 99.50 percent respectively. Similarly the proportion of enrolled children among upper primary school going age group of 11-14 years were 97.39 percent, consisting of 97.41 percent for boys and 97.38 percent for girls. (Table 2.10)

Table-2.10: **Details of Children and their Enrolment in Schools**

Age group of children		Total No of children as per household survey Sep.-2007	Total No of children enrollment as per 30.09. 06
6-11 Years	Boys	240296(100.00)	239178(99.53)
	Girls	210884(100.00)	209845(99.51)
	Total	451180(100.00)	449023(99.52)
11-14 Years	Boys	93420(100.00)	91004(97.38)
	Girls	73772(100.00)	71836(97.38)
	Total	167192(100.00)	162840(97.40)

Source: SSA Programme, BSA Office District Siddharth Nagar UP.

Findings & Suggestions

- Significantly a very high proportion of school going age group of children are found availing education in the district. However the gross enrolment rates of girls are still lagging behind to boys in both the school going age groups
- Undertaking initiatives to maximize overall enrolments of both boys and girls but largely girls are taken up seriously.
- Initiatives should also be taken up to achieve maximum retention rate of children at upper primary level.

2.11 Status of Civil WORK

As per information obtained from the documents of BSA office it was found that the building construction work for 10 new primary and 63 upper primary schools was sanctioned during the current financial year of 2007-08 in the district. In addition to this sanction has also been made for the construction of additional classrooms in the existing 948 primary schools. It was reported by the BSA office that the construction work of additional class rooms in all the 948 primary schools was started only in the month of October..2007. The delay in starting of construction of additional rooms in these schools was due to the fact that the meeting of District Advisory committee was organized very late. However the construction work of the building of both new primary and upper schools has not been started yet. Because the verification of location where these schools are to be constructed has not been done till now.

Table-2.11: Status of Civil Work Sanctioned for the Financial Year 2007-08

Sl. No.	Construction	Sanction (No)	Progress in Nos.			Reason for Work not started till 30.09.2006
			Completed	Work in progress	Work not started	
1	New Primary Schools	10	0	0	10	Spot verification Has not done
2	New Upper Primary Schools	63	0	0	63	Spot verification has not done
3	Additional Rooms for Primary Schools	948	0	948	0	NA-
4	Additional Rooms for UPS	NIL	NIL	NIL	NIL	NA-

Source: SSA Programme, BSA Office District Siddharth

Main Findings & Suggestions

- The construction work of the building of both new primary and upper primary school has not started yet.
- Construction of additional class rooms in existing primary schools was started very late in the month of October 2007 so the construction work was in progress.
- There should be no delay in both allocation of funds for construction of new school building and spot verification of proposed new schools from the part of school administration.
- Involvement of public representatives, especially MPs and MLAs in matter related to identification of location for new schools and their representation in the advisory committees has been un- necessarily delaying the progress of construction work of new school buildings and additional class rooms in existing schools. So their involvement should be minimized in such activities.

2.12 Details of School Grants

The details of grants have been presented in table 2.12. The BSA Office has identified 1538 primary and 625 upper primary schools as eligible for grant for the present financial year of 2007-08. The grant was approved for both the category of all identified schools and accordingly the funds were released. It was reported that the grant to the VEC account was released on October 30, 2007. The amount of grant released to VEC account for primary and upper primary schools was Rs. 3076 thousand and 1250 thousand respectively. However the utilization certificate of the grant released to VEC account has not been received by BSA Office because the amount of grant was released very recently. The BSA reported that their office has not made any centralized purchase for the schools.

Table-2.12: Details about School Grants

SNo	Details Total	PRIMARY	UPS	total
1	No. of schools to whom grants approved in 2007-08	1538	625	2163
2	No. of schools to whom funds have been released	1538	625	2163
3	Date of release the grant to VEC accounts	30.10.07	30.10.07	
4	Released amount (Rs.)	3076000.00	1250000.00	4326000.00
5	Amount utilized by VECs up to 30.09.08 (Rs.)	Details not Received	Details not received	Details not received
6	Has the BSA made centralized purchased for school out of grant? (Yes-1 / No-2)	2	2	2
7	If yes-	NA	NA	NA
a.	For What purpose	NA	NA	NA
b.	Amount utilized (Rs.)	NA	NA	NA

Source: SSA Programme, BSA, District-Siddharth Nagar, U.P.

Findings& Suggestions

- The school grant has been released to all the 1538 primary schools and 625 upper primary schools.
- The approved grant has been duly released in the VEC account for the primary and upper primary schools for whom the grant was approved
- The BSA Office has not made any centralized purchases.
- The centralized purchase for schools should be made by the BSA Office from the school grants to avoid the leakages in purchases made by schools through VEC

2.13 Education Guarantee Scheme (EGS)/Alternative and Innovative Education (AIE)Centres

As per information obtained from the BSA Office it revealed that 118 EGS/AIE centers were sanctioned during the financial year 2006-07. But no EGS/AIE centers were opened during the same year. During the current financial year of 2007-08, another 174 EGS/AIE centers have been sanctioned. However no one among them were currently functioning. The BSA Office reported that 176 Education Volunteers has been identified for different EGS/AIE centers. They were getting the refresher training at DIET for one month. The training will be completed by December 15, 2007. Thereafter these centers will be started in the district.

Table-2.13: Details about EGS/AIE Centers

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of EGS/AIE centers as on 31.03.2007	118	nil
2	No. of EGS/AIE centers in the financial year 2007-08	174	nil
3	No. of EGS/AIE centers to be upgraded in the financial year 2007-08	nil	nil-
4	No. of teachers sanctioned for new upgraded primary schools	nil	nil

Source : SSA Programme, BSA Siddharth Nagar UP.

Findings and Suggestions

- Presently not any EGS/AIE centers are functioning in the district. Even during the last year the position was same.
- The refresher training of Education Volunteers was being held at DIET for one month. There after these centers will function.
- Initiative is necessary to make functional of the sanctioned EGS/AIE every year.

2.14 Students Enrolments in EGS/AIE Centre

The BSA Office informed that there was a target to get enrolled 8550 children representing different communities in the district. However all the EGS/AIE centers were non functional. Hence no child was enrolled in these centers.

Table-2.14: Details about Children's Enrollment in the EGS/AIE Centres

Sl. No.	Social Group	Target for 2007-08	Enrolled as on 30.09.2008	Difference
1	SC	-	-	-
2	ST	-	-	-
3	OBC	-	-	-
4	Minority	-	-	-
5	Others	-	-	-
6	Total	8550	NIL	NIL

Source: SSA Programme, BSA Siddharth Nagar, UP.

Findings and Suggestions

- In the district, 118 EGS/AIE centers were sanctioned till March 2007. Another 174 EGS/AIE Centres were also sanctioned in the present financial year of 2007-08.
- However not any sanctioned EGS/AIE Centres were in positions.
- The ongoing backlog of both the categories of centers should be make in position as soon as possible.

2.15 Training to the Education Volunteers(EVs)

Based on information obtained from BSA Office it revealed that the EGS/AIE centers were not functioning since last financial year. In spite of the fact that the number of these centers sanctioned last and present financial year together accounted to 292. Only the present financial year the BSA Office has identified 176 volunteers.

All the volunteers were availing the refresher training which was being imparted at the DIET. The duration of training programme was for one month. According to data provided by BSA Office a highest proportion of 71.02 percent volunteers were processing intermediate level of education followed by 15.91 percent graduation and above and a lowest proportion of 13.07 percent high school.

Findings and Suggestions

- The Education Volunteers identified very recently .All the 176 EVs were getting the refresher training at DIET.
- A very high proportion 71 percent EVs were possessing above graduation level of education.
- The EGS/AIE centers should function regularly in every year so that the children who are not in a position to get enrolled in formal schools may get the opportunity to avail elementary education from these informal educational centers.

Table-2.15: **Educational Qualification of Education Volunteers**

Sl. No.	Educational Qualification	Numbers
1	High School	23 (13.070
2	Intermediate	125(71.02)
3	Graduates and above	28(15.91)
4	Total	176(100.00)

Source: SSA Programme, BSA Office, Siddharth Nagar, U.P.

Findings and Suggestions

- A highest proportion of (71 percent) EVs had Intermediate level of education.
- In fact nearly 20 percent EVs were possessing graduation and above graduation level of education

2.16 Children Mainstreamed from EGS/AIE Centres

It was reported by BSA that the EGS/AIE centers did not function during the last financial year. So the question of enrolments of children in any EGS/AIE Centres and the status of their mainstreaming does not exit.

Table-2.16: **Children Mainstreamed From EGS/AIE Centres**

Sl. No.	Details	Numbers	Remarks/ Problems
1	No. of children actually mainstreamed from EGS/AIE centers as on 30.09.2006 in the current financial year 2006-07	NIL	Centres Not functioned
2	Details of the last academic year 2005-06	NIL	Centres not functioned
	1. Mainstreaming in private schools	NIL	Centres Not functioned
	2. Mainstreaming in Govt. aided schools	NIL	Centre not functioned-
	3. Mainstreaming in Govt. schools	NIL	Centres not functioned-

Source: SSA Programme, BSA Office Siddharth Nagar, UP.

Findings and Suggestions

- The approved EGS/AIE Centres have been not functioning since last financial year.
- No children could be enrolled in these centers. So the question of mainstreaming of children from these centers do not arise.

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2.17 BRC/NPRC

There were 14 BRC and 160 NPRC centers sanctioned till March 31,2007. Out of which all the NPRC centers and 13 BRC were in position. In addition to this 14 Coordinators and 14 Assistant Coordinators were also sanctioned. However 13 coordinators were in position, though all the 14 Assistant Coordinators were in positions. Similarly the position of 160 Coordinators were sanctioned. All the 160 Coordinators were in position. Details are given in Table-2.17.

Table-2.17: Details about BRC/NPRC

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of BRC centers as on 31.03.07	14	13
2	No. of NPRC centers as on 31.03.07	160	160
3	No. of BRC centers in the financial year 2007-08	14	13
4	No. of NPRC centers in the financial year 2007-08	160	160
5	Details of staff in BRC: a. Coordinators	14	13
	b. Asst. Coordinator	14	14
	C. Others	0	0
6	Details of staff in NPRC Coordinator	160	160

Source: SSA Programme, BSA, District- Siddharth Nagar, U.P

Findings and Suggestions

- There were 14 BRC and 160 NPRC centers as sanctioned till March, 2007 but 1 sanctioned BRC was not opened.
- During the present financial yeae,13 BRC and 160 NPRC centers were in position.
- There were 14 positions of each BRC coordinators and Assistant Coordinators were sanctioned during current financial year. But one BRC Coordinator was not appointed so far.
- The sanctioned BRC center should be opened immediately. Accordingly the vacant position of Assistant Co ordinator should be filled.

2.18 Children with Special Needs

Thère were 4533 children, comprising of 2673 boys and 1860 girls were identified in the financial year 2007-08. However no children were provided any aid and appliances till October 2007.The number of resource teachers identified were 3. Out of which 2 were boys and 1 was girl. In addition to this 28 boys teachers were also identified. The resource teachers were provided orientation training at the DIET. The details are given in Table 2.18.

Table-2.18: **Children With Special Needs (CWSN)**

Sl.No.	Details	Boys	Girls	Total
1	No. of CWSN children identified in financial year 2007-08.	2673	1860	4533
2	No. of children who have been provided with aids and appliances in financial year 2007-08	Nil	Nil	Nil
3	No. of resource teachers identified	2	1	3
4	No. of Itinerant teachers identified	28	0	28

Source: SSA Programme, BSA, District- Siddharth Nagar, U.P.

2.19 National Programme for Education of Girls at Elementary Level (NPEGEL)

As per information provided by the BSA. Office there was a target of the formation of 160 model school clusters in the district during the current financial year of 2007-08. It was reported that these all the clusters were made functional in the district as on October 2007. However the additional classrooms were added in only 64 model clusters as against the target of 85 model clusters. As far as the accessibility to the facility of drinking water and toilet facility was concerned these facilities were made available in all the 160 model cluster schools. However the facility of electricity was not available in any model school. There was a target of 220 ECCE centers to make operational but not any ECCE center was made operation till October 2007. The total amount of funds sanctioned for NPEGEL was Rs.16152400 for the current financial year of 2007-08. However, till October 2007 the amount released to different NPEGEL was Rs.15305009. Regarding the ECCE Centres it was reported that 220 ECCE centers were targeted for current financial year and all of them were functioning.

Findings and Suggestions

- It was assessed that a significant initiatives were undertaken to bring maximum numbers of girls, especially who are not in a position to enrolled in formal schools, in education system through expansion of informal educational institutions
- All the 160 sanctioned NPEGEL Centres were functioning. All of them had accessibility to drinking water and toilet facilities.
- Construction of additional room in almost the model school cluster should be ensured immediately.
- The facility of electricity should be made access to each of the model school cluster.

Table 2.19 National Programme for Educational of Girls at Elementary Level (NPEGEL)

Sl. No.	Details of Facilities	Target for 2006-07	Made functional as on 30.09.2007	Difference
1	Number of model schools clusters	160	160	0
2	No. of additional class rooms to be aided.	85	64	21
3	No of model clusters with drinking water	160	160	0
4	No of model clusters with toilet facility	160	160	0
5	No of model clusters with electrification	7	Nil	-
6	Quantum of funds to be released	16152400	15305009	847301
7	No. of ECCE centers operational under Innovation Head funds	220	220	0

Source: SSA Programme, BSA, District- Siddharth Nagar, U.P.

2.20 Kasturba Gandhi Balika Vidyalaya (KGBV)

In the district, 12 KGBV were sanctioned during the current financial year of 2007-08. Out of them only one was presently functioning. In terms of the positions of teaching and other staff sanctioned and in position in KGBV was concerned the position of 1 warden, 4 full time teachers, 3 part time teachers and 7 office support staff including 3 accountants, 1 assistant accountant, 1 peon, 1 cook and 1 sweeper were sanctioned. Out of these various positions sanctioned, all the positions of warden, accountants, assistant accountants, cook and sweeper were filled. But 2 full time teachers, 2 part time teachers and 1 peon were not appointed

Findings and Suggestions

- Out of the 12 KGBV sanctioned for the district only one of them was functioning.
- Initiatives should be undertaken for providing the elementary educational facilities to girls through making the sanctioned KGBVs functional in less accessible areas.
- The construction of building for sanctioned numbers of KGBVs should be started immediately and all the sanctioned KGBVs should be made functional
- Proper verification of the construction site of the buildings of KGBVs should be ensured.

Table-2.20: **Teaching and Other Staff in KGBV**

Sl. No.	Staff	Sanctioned	In Position
1	Warden	1	1
2	Full time teachers	4	2
3	Part time teachers	3	1
4	Accountant	3	3
5	Assistant Accountant	1	1
6	Peon	1	-
7	Chaukidar	-	1
8	Cook	1	1
9	Helper	-	-
10	Sweeper	1	1

Source: SSA Programme, BSA, District- Siddharth Nagar

2.21 Details About District Information System for Education (DISE/ Educational Monitoring and Information System(EMIS)

Regarding the functioning of DISE/MIS It revealed that there was very adequate number of staff provided for handling the work of DISE/EMIS at the BSA office. Only one employee was looking after the computer work while the MIS in charge was reported to have left the office recently in the month of October. However the BSA Office reported that the required educational data were being regularly provided to the State Project Director. The BRC/CRC coordinators in the district have been provided the training for verification of different data as being regularly collected in the district. The BRC coordinator have been verifying the 5 percent of data as collected at the district level.

Findings and Suggestions

- The EMIS/DISE have well maintained the different educational statistics in the district.
- The vacant position of MIS incharge and other computer staff should be filled so as to maintain the data bank.

2.22 Staff at District Level SSA Office

In spite of the fact that there was a sufficient staff of 18 employees with the SSA office the BSA has reported about the inadequacy of staff available in the office. However there was a need to appoint one EMIS incharge very urgently. Presently the SSA Office has the staff strength of 1 Expert BSA, 6 DC's, 1 AAO, 1 Accountant, 1 Computer Operator and 6 office support staff. The sanctioned one position of MIS in-charge was vacant.

Findings and Suggestions

- Almost all the positions as sanctioned SSA programme were filled However the 2 positions of district coordinators and one position of MIS Coordinator were still vacant.
- From the view point of efficiently functioning and achieving successful outcome of the implementation of SSA programme a strong administrative set up is necessary. Therefore it is necessary to fill all the vacant positions as sanctioned for SSA programme.

Table 2.21 Details about District Level Officials

Sl. No.	Name of the post category wise under SSA in district office	Numbers	
		Sanctioned	In Position
1	Expert BSA	1	1
2	AAO	1	1
3	DC	6	4
4	Accountant	1	1
5	Computer Operator	1	1
6	EMIS Incharge	1	0
7	Peon	3	3
8	Assistant Accountant	1	1
	Junior Clerk	1	1
10	Steno	1	1
11	Driver	1	1

Source; SSA Programme, BSA Siddharth Nagar

2.23 Functioning of Village Education Committees (VEC)

There has been a formation of 1078 Village Education committees covering 2631 villages in the district. The BSA Office reported that all the VEC members had been provided the required subjects of training in the previous years. But during the current financial year no training was organized for them. But the striking features that emerged were that none of the VEC members we consulted during survey work reported that they availed any kind of training.

CHAPTER III

INFRASTRUCTURAL FACILITIES IN SCHOOLS

3.1 Establishment and Construction of Primary Schools

Based on information collected among a sample of 77 primary and 31 upper primary schools it is indicated that a overwhelming majority of over 66.23 percent primary schools and 38.71 percent upper primary schools were established before 10 years ago in the district. Similarly the construction of building of a highest proportion of over 53. percent of both primary and upper primary schools was again undertaken 10 years ago. However a lowest proportion of 6.49 percent primary schools and 16.13 percent upper primary schools were of the recent origin of 2 years ago, though the construction of building of 15.58 percent primary schools as against 38.70 percent upper primary schools was carried out 2 years ago. The details are presented in Table 3.1.

Findings and Suggestions

- A very high proportion of both primary and upper primary schools were established 10 years ago.
- Looking into the pattern of establishment and construction of school building together it revealed that among primary schools the proportion of them constructed and established 10 years accounted for 66.23 percent and 53.52 percent respectably. Similarly in case of upper primary schools, the corresponding ratio stands at 38.71 percent and 35.48 percent respectably.
- A lowest proportion of 6.49 percent primary schools and 16.13 percent upper primary schools were established 2 years ago. But the construction of building took place during 2 years ago constituted relatively much higher at 15.58 percent for primary schools and 37.70 percent for upper primary schools.
- Above findings reflect about the larger extent of delay practices being extended in construction of school buildings which resulting the backlog in construction of school buildings.
- There should be no delay in providing school buildings to the schools. The backlog of left for construction of school buildings should be completed. .

Table 3.1: Year of Establishment and Construction of Schools

Sl. No.	Period YEARS	Primary School		Upper Primary School		All School	
		Est.	Cons	Est.	Cons.	Est.	Cons.
1	Less than 2 Years (2006-07 to 2004-05)	5 (6.49)	12 (15.58)	5 (16.13)	12 (38.70)	10 (9.26)	24 (22.22)
2.	2Years to 5 years (2003-04 to 2001-02)	7 (9.09)	12 (15.58)	10 (32.26)	7 (22.58)	17 (15.74)	19 (17.59)
3.	5 year to 10 year (2000-01 to 1996-97)	14 (18.18)	12 (15.58)	4 (12.90)	1 (3.23)	18 (16.67)	13 (12.04)
4	10 years+ (Before 1995-06)	51 (66.23)	41 (53.25)	12 (38.71)	11 (35.48)	63 (58.33)	52 (48.15)
	No. of Total Schools	77 (100.00)	77 (100.00)	31 (100.00)	31 (100.00)	108 (100.00)	108 (100.00)

Source Field Survey SSA Programme, District Siddharth Nagar

3.2 Availability and Utilisation of classrooms

The details regarding the availability pattern and utilization of classrooms in both the categories of schools are presented in Table- 3.2. It revealed that a highest majority of around 30 percent primary schools and a little over 30 percent upper primary schools had the availability of 4 classroom followed by a second majority of 26 percent primary schools and 23 percent upper primary schools had 3 classrooms. However only 3 primary and 1

Upper primary schools had only one classroom. There were 3 upper primary schools which had above 8 classrooms. But none of the upper primary school was found using more than 7 classrooms. This indicates a much larger inequality emerging in the availability of classrooms among the upper primary schools. In detail, the under utilization of classrooms was found mostly in such schools which had the availability of over 4 classrooms, though 5 classrooms were sufficient for primary schools. In this sense 10.38 percent primary schools and 38.71 percent upper primary schools had inadequate numbers of classrooms to teach the children.

Findings and Suggestions

- A majority of over 30 percent primary schools and 32.26 percent upper primary schools had the availability of 4 class rooms.
- No primary schools had more than 7 classrooms but the availability of above 5 classrooms in primary school seems to be underutilized in most of the schools.
- 1 percent upper primary schools had the availability of above 5 classrooms but in most of the cases these classrooms are not utilized fully.
- There should be the provision of providing at least 5 classrooms in primary schools and 4 classrooms in upper primary schools.
- Inequality in making the availability of classrooms among the school should be minimized.

Table 3.2: Availability and utilization of Classrooms

Availability of Rooms	Primary Schools		Upper Primary Schools	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
01	3(3.90)	3(3.90)	1(3.23)	1(3.23)
02	8(10.39)	17(22.08)	1(3.23)	2(6.45)
03	20(25.97)	30(38.96)	7(22.58)	18(58.06)
04	23(29.87)	17(22.08)	10(32.26)	5(16.13)
05	15(19.48)	6(7.79)	4(12.90)	3(9.68)
06	7(9.09)	3(3.90)	4(12.90)	1(3.23)
07	4(5.19)	1(1.30)	1(3.23)	1(3.23)
08	0(0.00)	0(0.00)	1(3.23)	0(0.00)
09	0(0.00)	0(0.00)	0(0.00)	0(0.00)
10+	0(0.00)	0(0.00)	2(6.45)	0(0.00)
No. of Total Schools	77 (100.00)	77 (100.00)	31 (100.00)	31 (100.00)

Source: Field Survey, SSA Programme District Siddharth Nagar.

3.3 Availability of Infrastructural Facility in the Schools

It revealed that the facility of playground for children was available in 50.65 percent primary schools and 61.29 percent upper primary schools. Along with a significant proportion of nearly 65 percent primary and 68 percent upper primary schools had the availability of sport items. Surprisingly a very high proportion of 71 percent primary schools as against 45 percent upper primary schools were not covered by any boundary wall. A very good performance is achieved in providing the facility of blackboard in each of the class rooms, mats/furniture in both primary and upper primary schools. Similar was the case in the utilization of available sports items in both the category of schools. In case of the availability of varandah in primary schools it was found that a highest proportion of 94.81 had one varandah and 2.60 percent were without any varandah. The varandah were available in 65 percent upper primary schools.

Table 3.3 **Availability of Infrastructure in School**

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Play ground	39 (50.65)	38 (49.35)	19 (61.29)	12	58 (53.70)	50
Boundaries	22 (28.57)	55	14 (45.16)	17	36 (33.33)	31
Availability of Sport Items	50 (64.93)	27	21 (67.74)	10	77 (71.30)	31
Proper availability of Mats/Furniture	75 (97.40)	02	28 (90.32)	3	78 (72.22)	31
Black Board in Class Rooms	77 (100.00)	-	28 (90.32)	3	105 (97.22)	3
Use of Sport Items	48 (62.34)	29	21 (67.74)	8	69 (63.89)	31
Schools without Verandah	02 (2.60)	75	6 (19.35)	25	8 (7.41)	100
Schools With one Verandah	73 (94.81)	4	20 (64.52)	11	93 (86.11)	15
Schools with More than one Verandah	02 (2.60)	73	3 (9.67)	27	5 (4.62)	100

Source: Field Survey, SSA Program Siddharth Nagar UP

Findings and Suggestions

- All the upper primary schools were covered by boundary walls .
- The sports items should be provided to each of the schools.
- The provision should be to cover all the schools by the boundary wall for security reason.
- The facility of playground should be ensured to each of the schools. The facility of blackboard and mats/furniture is well access in a significant proportion of both the categories of schools.
- A little over half the primary schools and 61 percent upper primary schools had the facility of play grounds.
- The sports items were provided to nearly three fourth of both the categories of schools. we
- Which were well in use in the schools.
- A very proportion of both the category of schools had the accessibility of a single verandha

3.4 Availability of Drinking Water Facility

The analysis presented in Table 3.4 revealed that the facility of drinking water is available in all the upper primary schools and 81.82 percent of primary schools. It further revealed that the facility of drinking water in different have been provided through the scheme of Swajaldhara, SSA and various other Government funds. However in a very high majority of

65.08 primary schools and 65.96 upper primary schools the drinking water facility was provided through the various funds of Government. . However the drinking water facility through SSA scheme was created in lowest proportion of 6.35 primary schools and 9.57 upper primary schools. In remaining 28.5 primary schools and 16.13 percent upper primary schools the drinking water facility was made available through Swajaldhara scheme.

Table 3.4 Drinking Water Facility

Particulars	Primary Schools			Upper Primary Schools			Total		
	Yes		No	Yes		No	Yes		No
Facility Availability	63(81.82)		14(18.18)	31(100.00)		-	94(87.04)		14(12.96)
Scheme	Swajaldhara	SSA	Others	Swajaldhara	SSA	Others	Swajaldhara	SSA	Others
Drinking Water	18(28.57)	4(6.35)	41(65.08)	5(16.13)	5(16.13)	21(67.74)	23(24.47)	9(9.57)	62(65.96)

Source: Field Survey, Siddharth Nagar, UP.

Findings and Suggestions

- All the upper primary and 81.82 primary were provided drinking water facility.
- Merely 6.35 percent primary schools and 16.13 percent upper primary schools were provided the facility of drinking water through the SSA funds.
- The contribution of Swajaldhara scheme in providing such facility was in favour of nearly 29 percent primary schools and 16.13 percent upper primary schools.
- All the primary schools should cover under the drinking water facility. For which the funds to be created through SSA Scheme.

3.5 Availability of Toilet Facility

The toilet facility was found available in 78 primary schools and 81 per cent upper primary schools. The access of this facility to girls was available in 76 per cent primary and 65 per cent upper primary schools while the common facility of toilet for girls and boys was available in one primary school and five upper primary schools. The toilets were largely constructed under the SSA programme, though the funds were also created from the TSS and other sources in this context. However the toilets in 28.33 per cent primary schools and 24 per cent upper primary schools were underutilized due to one or another reason. The creaking of doors and seats were the prominent reasons for not using toilets in the sample schools.

Table 3.5: Availability of Toilet facility

Particulars	Primary Schools				Upper Primary School			
	Boys		Girls		Boys		Girls	
	Yes	No	Yes	No	Yes	No	Yes	No
Facility Available	60 (77.92)	17 (22.07)	59 (76.62)	18 (23.37)	25 (80.64)	6 (19.35)	20 (64.51)	11 (3.22)
Scheme	TSS	SSA	OTHER		TSS	SSA	OTHERS	
Toilet	23 (29.87)	31 (40.25)	6 (7.79)		7 (22.58)	14 (45.16)	8 (25.80)	

Source: Field survey, SSA programme, District Siddharth Nagar, U.P

Table 3.6: Reason for Non-use of Toilets

Reasons	Primary	Upper Primary	Total
Toilets always Locked			
Shock pit Filled			6
Door and Seats has Creaked	8		8
Others	7	2	9
Total	17	6	23

3.6 School Environment

Analysis related to prevailing school environment has been presented in Table 3.7. It was indicated that the school atmosphere in a majority of 80.52 primary schools and 90.32. Percent upper primary schools have been good. However there was a serious problem appearing in the situation of ventilation in the classrooms of a overwhelming majority of 88.31 percent primary schools while the proper ventilation in classrooms was reported in a fairly larger proportion of 96.77 percent upper primary schools. There was proper space in classrooms for sitting of children in 81.82 percent primary schools and 87.10 percent upper primary schools. But the health related facility was provided to the children of only 10.39 percent primary and 6.45 percent upper primary schools during the last 6 months.

Table 3.7: Environment at the schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
School with good atmosphere	62 (80.52)	15 (19.48)	28 (90.32)	3 (9.68)	90 (83.33)	18 (16.66)
Proper ventilation in Classrooms	9 (11.69)	68 (88.31)	1 (3.23)	30 (96.77)	10 (9.25)	98 (90.74)
Proper Space in Class room for sitting to student	63 (81.82)	14 (18.18)	27 (87.10)	5 (16.12)	90 (83.33)	19 (17.59)
Schools provided health facilities last 6 month	8 (10.39)	69 (89.61)	2 (6.45)	29 (93.55)	10 (9.25)	98 (90.74)

Source: Field survey, SSA programme, District Siddharth Nagar, U.P

Findings and Suggestions

- The problem of proper ventilation in the classrooms was reported in a very larger proportion of 88.31 percent primary schools which need immediate intervention.
- Atmosphere in a significant proportion of over 80 percent primary and 90 percent upper primary schools was rated good.
- Also the proper space for sitting of children in classrooms was available in about 82 percent primary and 87 percent in upper primary schools.
- But only the children of 10 percent primary and 6 percent upper primary schools were provided the health related facility during last 6 months.
- The provision of providing health care facility to the children should be ensured.
- Emerging Ventilation problem in the classrooms of primary schools need proper attention.

3.7 Condition of School Buildings

In regards to the existing condition of school building it was found that among primary schools the condition of a little over 36 percent and 49 percent of school building was respectively good and satisfactory while 14.29 percent buildings were in bad shape. On the other the condition of school building of almost the upper primary schools was either good or satisfactory while none of them were in bad condition.

Findings and Suggestions

- The condition of only 14.29 percent building of primary schools was found in bad shape.
- Necessary initiatives should be taken for improving the condition of these school buildings.

Table 3.8: Condition of School Buildings

Sl. No.	Type of Schools	Good	Satisfactory	Bad	Total
1	Primary School	28 (36.36)	38 (49.35)	11 (14.29)	77 (100.00)
2	Upper Primary Schools	18 (58.06)	13 (41.94)	Nil	31 (100.00)
	Total	46 (42.59)	51 (47.22)	11 (10.19)	108 (100.00)

Source: Field survey, SSA programme, District Siddharth Nagar, U.P.

3.8 Reasons for Bad Condition of School Building

An assessment regarding the nature and reasons of bad condition of school building revealed that in a majority of 36.36 percent school buildings the cracking on the floor part has been seen as the main reason. In case of another equal proportion of 27.27

percent school buildings the cracking of roofs and plaster happened to be the cause of bad condition while doors/windows were not available in 9.09 percent of schools.

Table 3.9: **Reasons for bad Condition Schools**

Type of Schools	Cracked Roof	Cracked plasters	Non Availability of Doors/Windows	Others	Total
Primary Schools	3 (27.27)	3 (27.27)	1 (9.09)	4 (36.36)	11 (100.00)
Upper Primary Schools	-	-	-	-	-
Total	3 (27.27)	3 (27.27)	1 (9.09)	4 (36.36)	11 (100.00)

Source: Field survey, SSA programme, District Siddharth Nagar, U.P

Findings and Suggestions

- The poor quality of material used in the construction and a long age of construction of school buildings happened to be the important concern of the emerging cracks on the roofs, floors and walls of buildings.
- The emerging poor condition of school buildings should be taken care off. In the future proper verification of materials as used in construction of school building should be done.

CHAPTER-IV

TEACHER'S TRAINING AND ENVIRONMENT

4.1 In Position Teachers and Attendance

Primary Schools

Based on the information collected among the selected sample primary schools it indicated that there were glaring differences existing between the numbers of positions of different categories of sanctioned teachers and the actual numbers of teachers presently working in primary schools in the district. The proportion of presently working teachers to total sanctioned teachers was accounted for 58.20 percent . In fact this proportion was as lower as only 16 percent for assistant teachers followed by 80.52 percent for head masters and lowest at 91.37 percent for Shiksha Mitra. Average sanctioned teachers per school were quite significant to around 5 but this average number of presently working teachers stood only 2.76. More striking features which emerging were that in spite of a very short fall in the working teachers the absenteeism rates among teachers was very high at 27.70 percent . Even this rate was found as higher as 33.33 percent among Assistant Teachers followed by 29 percent among Head Masters and 25.98 percent among Shiksha Mitra. Among the Head Masters a highest proportion of them were absent without any reason while 11.11 percent were habitual absentee.

Findings and Suggestions

- There was a larger gap in number of sanctioned teachers and presently working teachers
- The proportion of presently working teachers to total number of sanctioned teacher accounted only 58.20 percent, even it was only as low at 16 percent for assistant teachers.
- Per primary school numbers of working teachers was only 2.76 as against the sanctioned numbers of around 5 teachers.
- A more striking features were that in spite of a very low number of teachers presently appointed in the primary schools the rate of absenteeism among them accounted very high at 27.70, even it was as higher at over 33 percent among assistant teachers and 29 percent among Head Masters.
- A highest proportion of 39 percent teachers were absent without giving any reason followed by 32 percent teachers ,mainly Shiksha Mitra were undergone for training.
- The vacant positions of teachers should be filled as soon as possible to avoid the suspension of teaching / closer of schools as being held in many schools.
- Proper mechanism should be initiated for checking the presence of teachers so as to minimize the rates of absenteeism among teachers.
- Surprise visits should be made by the Inspector of schools to ensure the presence of teachers in schools.

Table 4.1: Teachers and Their Attendance in Primary Schools

Sl. No	Particulars	Head Master	Assistant Teacher	Shiksha Mitra	Total
1	No. Of sanctioned teachers	77 (21.04)	150 (40.90)	139 (37.99)	366 (100.00)
2	Average No. Of Teachers Sanctioned Per School	1.00	1.95	1.81	4.71
3	No. Of Teachers Working In The Schools	62 (29.11)	24 (11.27)	127 (59.62)	213 (100.00)
4	Average No. Of Teachers Working Per-Schools	0.81	0.31	1.65	2.76
5	No. Of Teachers Found Present On The Day Of Visit	44 (28.57)	16 (10.39)	94 (61.04)	154 (100.00)
6	Average No. Of Teachers Found Present On The Day Of Visit Per Schools	0.57	0.20	1.22	2.00
7	<u>Reason Of Absenteeism</u>	1		18	19
	A. Training	(5.55)		(54.55)	(32.20)
	B. Sickness	4 (22.22)	2 (25.00)		6 (10.17)
	C. For Salary				
	D. School Related Extra Work	1 (5.55)			(1.69)
	E. On Leave	5 (27.78)		5 (15.15)	10 (16.95)
	F. Others (Without Reason)	7 (38.89)	6 (75.00)	10 (30.30)	23 (38.98)
	Total	18 (100.00)	8 (100.00)	33 (100.00)	59 (100.00)
8	Habitual Absentee	2 (11.11)			2 (3.38)

Source: Field survey, SSA Programme, District Siddharth Nagar, U.P

4.2 Upper primary Schools

In case of upper primary schools the differences between the number of sanctioned teachers and the actually working numbers of teachers also appeared very large. Since the proportion of actually working teachers against the sanctioned teachers was indicated to 57.58 percent consisting, 87.10 percent Head Masters and 44.12 percent Assistant teachers. Even among the working teachers only 59.65 percent of teachers comprising 70.37 percent Head Masters and 50 percent Assistant teachers were found working in the schools on the day of survey. Thus the rate of absenteeism among both the categories of teachers may be rated unprecedented. Looking into the attendance registers of the teachers and enquiring among the present teachers it revealed that a majority of 70 percent teachers were absent without showing any reason of their absenteeism in the schools

Findings and Suggestions

- The positions of a very high proportion of 42 percent teachers, consisting 13 percent Head Masters and 56 percent Assistant Masters were vacant in surveyed upper primary schools.
- Among working teachers the rate of absenteeism was very high at 40 percent. 30 percent for Head Masters and 50 percent for Assistant teachers.
- A overwhelming majority of 70 percent teachers were absent without giving any reason of their absent from the school.
- The absenteeism of teachers should be minimized through making a provision of surprise monitoring of schools by the inspector of schools.
- The vacant position of teachers should be filled immediately.

Table-4.2: Teachers and Their Attendance in Upper Primary Schools

Sl. No.	Particulars	Head Master	Assistant Teacher	Total
1	No. of sanctioned teachers	31 (31.31)	68 (68.69)	99 (100.00)
2	Average No. of teachers sanctioned per schools	1.00	2.19	3.19
3	No. of teachers working in the schools	27 (47.37)	30 (52.63)	57 (100.00)
4	Average No. of teachers working per schools	0.87	0.96	1.84
5	No. of teachers found present on the day of visit	19 (55.88)	15 (44.11)	34 (100.00)
6	Average No. of teachers found present on the day of visit per schools	8 (34.78)	15 (65.22)	23 (100.00)
7	<u>Reason of Absenteeism:</u>			
	a. Training			
	b. Sickness	1 (12.50)	2 (13.33)	3 (13.04)
	c. For salary	-	-	-
	d. School related extra work	-	2 (13.33)	2 (8.69)
	e. On leave	-	2 (13.33)	2 (8.69)
	f. Others (Without Reason.)	7 (87.50)	9 (60.00)	16 (69.56)
	Total	8 (100.00)	15 (100.00)	23 (100.00)
8	Habitual Absentees	nil	nil	nil

Source: Field survey, SSA programme, District Siddharth Nagar, U.P.

4.3 Teacher's Training

As far as the details of training as provided to teachers was concerned it was found that nearly 94 percent primary and almost all the upper primary teachers reported to have availed at least some type of training. Among them 72 percent primary and 77 percent upper primary teachers had received the training of teaching learning. In addition 16 percent upper primary teachers and 0.61 percent primary teachers received the training of computer and library respectively. In most of the cases the venue of training has been at BRC and DIET. The teachers involved in providing training were also largely from the same offices. A very high proportion of 88 percent primary and 81 percent upper primary teachers were satisfied with the training inputs. A highest proportion of 52 percent teachers reported that their duration of training was for 1 to 3 days.

Findings and Suggestions

- Different types of training was provided to nearly 94 percent primary and all the upper primary teachers.
- A very large proportion of 72 percent primary and 77 percent upper primary teachers availed the training of teaching learning
- Only 16 percent upper primary and 28 percent primary teachers received the training of computer and EMIS respectively.
- The venue of training had been mainly at BRC for 79 percent teachers and DIET for 7 percent teachers.
- The trainers were also mainly from BRC and DIET.
- The duration of training for a majority of teachers was organized for 1 to 3 days.
- A very high proportion of 88 percent primary and 81 percent upper primary teachers were satisfied with training inputs.
- The focus of training should center around to teach practical aspects rather to concentrate only on theoretical aspects.
- There should be no delay in submitting the list of eligible teachers for different types of training to the DIET from the part of BSA Office.
- The training modules should be updated frequently.
- Maximum numbers of teachers should be covered in each training.
- Looking the paucity of the number of teaching staff available in schools the training should mainly be organized during holidays so that the school may remain open and teaching work do not suffer.

Table-4.3: Teacher's Training

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Types of Training	117	24	141
	a. Teaching Learning	(71.78)	(77.42)	(72.68)
	b. Library	1 (0.61)	Nil	1((0.52)
	c. Computer		5 (16.13)	5 (2.58)
	d. Other	45 (27.61)	2 (6.45)	47 (24.23)
	e. Total	163 (100.00)	31 (100.00)	194 (100.00)
2	Training Venue	12	1	13
	a. DIET	(7.36)	(3.22) (19.35)	(6.70)
	b. BRC	148 (90.80)	6 (19.35)	154 (79.38)
	c. NPRC			
	d. Other	3 (1.84)	24 (77.42)	27 (13.92)
	e. Total	163 (100.00)	31 (100.00)	194 (100.00)
3	Trainers	30	6	36
	a. DIET faculty	(18.40)	(19.35)	(18.56)
	b. BRC Coordinator	77 (47.24)	20 (64.52)	92 (47.42)
	c. NPRC Coordinator		5 (16.13)	5 (2.58)
	d. Other	56 (34.36)	10 (32.26)	66 (34.02)
	e. Total	163 (100.00)	31 (100.00)	194 (100.00)
4	Satisfied with training inputs	144 (88.34)	25 (80.65)	169 (87.11)
5	Not satisfied with training inputs	19 (11.66)	6 (19.35)	25 (12.870)
6	Duration of training	91	9	100
	a. 1 to 3 days	(55.83)	(29.03)	(51.55)
	b. 4 to 6 days	8 (4.90)	9 (29.03)	17 (8.76)
	c. 7 to 15 days	56 (34.36)	10	66 (34.02)
	d. Up to 30 days	8 (4.90)	3	11 (5.67)

Source: Field survey, SSA programmed, District Sridhar Nagger, U.P.

4.4 Enrolments and Attendance

As per information collected among the sample schools it indicated that the total number of children enrolled in primary and upper primary schools upto September were 16006 and 4157. However this number of enrolled children in both primary and upper primary schools was a little higher according to registers. According to the verification of registers the proportion of children present in primary schools was a little over 54 percent ,though it was relatively higher at 56 percent for boys as against 53 percent for girls. But only 52 percent of the enrolled children were found present in the day of our visit in primary schools. Among them the proportion of girls was again higher than the boys. Similarly, in upper primary schools, the proportion of children found present according to resister was 61 percent,58 percent girls and 63 percent boys. However the presence of children in the day of our visit was a little over 58 percent ;61 percent for boys and 56 percent for girls.

Table 4.4: Enrollment and Presence of Students

Sl. No	Primary School:	8096	8066(100.00)	4286(53.14)	4010(49.71)	58
	No. of boys					
	Average no. of boys per schools	104.79	104.75	55.66	52.07	
1	No. of Girls	7910	7894(100.00)	4404(55.79)	4247(53.80)	
	Average no. of girls per Schools	102.81	102.51	57.19	55.16	
	No. of total Students	16006	15960(100.00)	8690(54.45)	8257(51.74)	
	Average no. of students per school	207.61	207.27	112.86	107.23	
	Upper Primary Schools:	2118	2106(100.00)	1326(62.96)	1278(60.68)	31
	No. of boys					
	Average no. of boys per schools	68.32	67.94	42.77	41.22	
2	No. of Girls	2039	2038(100.00)	1185(58.15)	1136(55.74)	
	Average no. of girls per Schools	65.77	65.74	38.23	36.65	
	No. of total Students	4157	4144(100.00)	2511(60.59)	2414(58.25)	
	Average no. of students per school	134.09	133.68	81.00	77.87	

Source: Field survey, SSA programme, District Siddharth Nagar, U.P.

Findings and Suggestions

- A very high proportion of 39 percent students in upper primary schools and 46 percent students in primary schools were found absent in the schools.
- In primary schools, the proportion among absentee was higher for boys as compared to girls while reversal was the situation in upper primary schools.
- The VECs should be committed to maximize the retention rates of children in schools.
- In this context ensuring the presence of teachers in the schools will also prove an important initiative.

4.5 Reasons of Absenteeism Among Children

Incorporating the reasons of being absent of children in schools it indicated that involvement of children in their family's agricultural activities was reported to be forcing them to be absent in the school. This reason was reported in case of 45 percent of schools, comprising 50 percent primary schools and 35 upper primary schools. Participation of children in local festivals and social ceremonies and other reasons as involvement of children in looking after their young brothers and sisters and animals were also restricting the presence of 18 percent and 17 percent of children respectively. Details are given in table 4.5.

Findings and Suggestions

- The absenteeism of children was found in 75 percent primary schools in all the upper primary schools. A highest proportion of 45 percent children remained absent due to their participation in agricultural activities.
- Other important reasons of absenteeism of children have been such as their participation in local festivals and social ceremonies and looking after their young brothers and sisters and animals.
- The emerging problem of unprecedented increasing absenteeism of children can be minimized through involving VECs and Teachers for holding the parents meeting against it.

Table 4.5: Reasons of Absenteeism among students

Sl. No.	Reason for Absent	Primary School	Upper Primary School	Total
1	Agricultural Activity	29 (50.00)	11 (35.48)	40 (44.94)
2	Local Fairs/Markets	5 (8.62)	7 (22.58)	12 (13.48)
3	Discrimination in Facilities	(0.00)	(0.00)	(0.00)
4	Occasion (social ceremonies)	10 (17.24)	6 (19.35)	16 (17.98)
5	Lack of conducive	14 (24.14)	(0.00)	14 (15.73)
6	Due to New School	2 (3.45)	(0.00)	2 (2.25)
7	Other	8 (13.79)	7 (22.58)	15 (16.85)
	Total	58 (100.00)	31 (100.00)	89 (100.00)

Source: Field Survey, SSA Programme, District Siddharth Nagar UP

4.6 Efforts for Improving Student's Attendance

It revealed that a little over 53 percent primary schools and almost the upper primary schools were reported to have made at least some efforts for improving the attendance of students at school through interacting with parents and some other measures. However the VEC's and PTA's were making little efforts in this regard. As the contribution of VEC's and PTA's in this context was reported in the case of 65 percent primary and 35 percent upper primary schools.

Findings and Suggestions

- Nearly in over 84 percent cases; 79 percent primary and 94 percent upper primary schools the efforts for improving students attendance was carried out by respective schools themselves.
- The contribution of VEC's and PTA's was relatively less, though it was very negligible from the part of PTA's
- The VEC's and PTA's should contribute a active role in motivating the parents to make best possible efforts to send their ward in school so as to improve the retention rate of children.

Table 4.6: Efforts for Improving Students' Attendance

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	<u>Efforts made by the schools:</u>			
	a. Interactions with parents	41(78.85)	29(93.55)	70(84.34)
	b. Through Information Notice	0	0	0
	c. Other	11(21.15)	2(6.45)	13(15.66)
	d. Total	52(100.00)	31(100.00)	83 ((100.00)
2	<u>Efforts made by V.E.C.:</u>			
	a. Awareness in Community	1(2.17)	0	1
	b. Meeting of VEC	20(43.47)	12	31
	c. Others	25(54.34)	12	37
	b. Total	(100.00)	24(100.00)	70(100.00)
3	<u>Efforts made by P.T.A.:</u>			
	a. Interaction with parents	4(40.00)	8(28.57)	12(31.58)
	b. Regularly Meeting of P.T.A.	6(60.00)	2(7.14)	8(21.05)
	c. Distribution of Facilities		18(64.29)	18(47.38)
	d. Total	10(100.00)	28(100.00)	38 (100.00)

Source :Field Survey, SSA Programme, District Siddharth Nagar, UP

4.7 Achievement Level of Students

In view of assessing the achievement level of both primary and upper primary school children the written and reading tests of a sample of children studying in different classes was undertaken in the subjects of Hindi, English and Maths in each of the sample schools. The implementation of grading system was found well implemented in each of the sample schools.

Table 4.7 (A): Grading System in Schools

Sl. No.	Particulars	Primary School	Upper Primary Schools	Total
1	Test of Student according Norms in School	77	31	108
2	Implementation of Grading System in School	77	31	108

Source: Field Survey, SSA Programme, District - Siddharth Nagar, U.P.

(a) Primary Schools: Based on the tests undertaken among the students of selected primary schools to assess the achieved performance in different subjects it was found that in hindi only 2.50 percent students in reading and 6.50 percent in writing secured A grade while in English the proportion of students secured A grade in reading and writing were 6.50 percent and 22.00 percent respectively. In Maths 20.77 percent students secured A grade. In Hindi a highest proportion of 38 percent students achieved C grade in reading and 30 percent students achieved D grade in writing. In English writing a highest proportion of 23 percent students achieved B grade followed by 22 percent students with A grade .In English reading the highest proportion of 32 percent students achieved B grade. In maths a highest proportion of 29 percent students achieved B grade.

Table 4.7 (B): Achievement Level of Student's in Primary Schools

Achievement Level	Hindi		English		Mathematics
	Reading	Writing	Reading	Writing	Writing
'A' (75% and Above)	2 (2.50)	5 (6.50)	3 (3.89)	17 (22.07)	16 (20.77)
'B' (60% - 74%)	14 (18.18)	9 (11.69)	25 (32.46)	18 (23.37)	22 (28.57)
'C' (50% - 59%)	29 (37.66)	21 (27.27)	20 (25.97)	15 (19.48)	14 (18.18)
'D' (33% - 49%)	25 (32.47)	23 (29.87)	17 (22.07)	14 (18.18)	11 (14.28)
'E' (0% - 32%)	7 (9.0)	19 (24.67)	11 (14.28)	12 (15.58)	14 (18.18)
'F' (0%-0%)-	-	-	1 (1.29)	1 (1.29)	-
Total	77 (100.00)	77 (100.00)	77 (100.00)	77 (100.00)	77 (100.00)

Source: Field Survey, SSA Programme, District – Siddharth Nagar, U.P.

Findings and Suggestions

- Achievement level of a very small proportion of 3 percent students was rated A grade in reading of both Hindi and English while in writing the proportion of students who achieve same grade was 7 percent and 22 percent .
- The performance of students in case of hindi writing and rereading was found good in 73 percent and 93 percent schools respectively.
- In case of reading and writing of English it was good in 86 percent and 84 percent schools respectively.
- However the performance of students in maths was graded good in 82 percent schools.
- Achievement level among students can be further improved through regularization of teaching work which is possible if all the vacant position of teachers are to be filled and the attendance of teachers in schools is ensured.

Table 4.7(c): Achievement Level of Students in Upper Primary Schools

Sl. No	Achievement Level (%)	English		Hindi		Maths	Science
		Reading	Writing	Reading	Writing		
1	A(75+)	4 (12.91)	6 (19.36)	1 (3.23)	1 (3.23)	2 (6.45)	9 (29.04)
2	B(60-74)	12 (38.70)	8 (25.80)	10 (32.25)	8 (25.80)	3 (9.68)	12 (38.70)
3	C(50-59)	2 (6.45)	4 (12.91)	8 (25.80)	9 (29.03)	2 (6.45)	3 (9.68)
4	D(33-49)	9 (29.03)	8 (25.80)	7 (22.58)	6 (19.35)	4 (12.90)	3 (3.67)
5	E (1-32)	4 (12.91)	4 (12.90)	4 (12.90)	6 (19.36)	14 (45.16)	2 (6.45)
6	F (0)	-	1 (3.23)	1 (3.23)	1 (3.22)	6 (19.36)	2 (2.45)
TOTAL		31 (100.00)	31 (100.00)	31 (100.00)	31 (100.00)	31 (100.00)	31 (100.00)

(b) **Upper Primary Schools:** At the level of upper primary schools the performance of students in only 13 percent and 19 percent schools was graded A respectively in reading and writing of English while in Hindi, only the students of 3 percent schools had achieved A grade in each writing and reading as well. In Maths and Science the A grade of achievement level among students was found in 6 percent and 29 percent schools. In case of reading and writing of Hindi the achievement level of students was found satisfactory respectively in 87 percent and 71 percent schools. In English the achievement level of students in 83 percent schools was satisfactory in both reading and writing. However in Maths the permanence of students in a very large proportions of 64 percent schools was found unsatisfactory.

Findings and Suggestions

- The performance of students in a very small proportion of schools was graded as A.
- The performance of students in a larger proportion of schools was found quite satisfactory in reading and writing of English (in 87 percent schools for each aspects) and, 84 percent in reading and 78 percent in writing of Hindi.
- The performance of students in a very large proportion of 65 percent schools was found very unsatisfactory in the subject of Maths.
- Ensuring the presence of teachers in schools and taking classes regularly would be necessary for achieving better educational performance among the students.
- The strength of teachers as per their sanctioned numbers should also be maximized to achieve this goal.

4.8 Behavior of Students

Table 4.8 provides the details of the type of behavior the students were maintaining with their teachers. It revealed that only 4.63 percent of students that too who were studying in primary schools were maintaining bad behavior with the teachers. Otherwise a highest proportion of 64 percent primary and 48 percent upper primary school students were maintaining satisfactory behavior. Also over 36 percent among primary and 35 percent upper primary students were maintaining good behavior with their teachers.

Table 4.8: **Behaviour of Students**

Sl. No.	Behavior Of Students With Teacher	Primary School	Upper Primary School	Total
1	Good	28 (36.36)	11 (35.48)	29 (26.85)
2	Satisfactory	49 (63.64)	15 (48.39)	64 (59.26)
3	Bad	0 (0)	5 (16.13)	5 (4.63)
	Total	77 (100.00)	31 (100.00)	108 (100.00)

Source: Field Survey, SSA Programme, District Siddharth Nagar, UP

Findings and Suggestions

- The behavior of a high majority of 59 percent students with their teachers was found satisfactory.
- In fact another over 36 percent primary and 35 percent upper primary students were maintaining good behavior with their teachers.
- Only 4.63 percent students that too who were studying in upper primary schools were maintaining bad behavior with the teachers.

4.9 Enrolments of Students with More or less Age and Left-Outs

(a) **Students with more or less age;** It revealed that in a significant numbers of 32.46 percent primary schools and 33.76 percent upper primary schools the enrolment of children was not undertaken according to age specific norms. Out of the total enrolled children in primary schools, the proportion of them with less and more age group were 0.73 percent and 1.02 percent respectively. The corresponding ratio for students enrolled in upper primary schools was 1.20 percent and 1.35 percent respectively. Average number of enrolled students with less and more age per primary school constituted to 4.68 and 6.26 respectively. The corresponding figures for upper primary schools were 0.94 and 1.75 respectively.

(b) **Left-Out Students;** As far as the situation of left-out of children from schools was concerned it revealed that there were the left- outs of 0.29 percent students in primary and 0.31 percent in upper primary schools .Out of which 85 percent among the students of primary schools and 93 percent of upper primary students were still studying in other schools. Thus the actual number of students left out schools accounted for 13 percent for primary and 8 percent for upper primary schools left out students.

Table 4.9 (A): Student Enrolled with less or more age group

Sl. No.	Particulars	Primary Schools		Upper Primary Schools	
		Less	More	Less	More
1	No. of Enrolled students with more or less age	117 (0.73)	163 (1.02)	50 (1.20)	56 (1.35)
2	No. of Schools with less or more age student	25 (32.46)	26 (33.76)	53 (1.27)	32 (0.77)
3	Average no. of enrolled student with more or less age per school	4.68	6.26	0.94	1.75

Source: Field Survey, SSA Programme, District Siddharth Nagar, UP

Findings and Suggestions

- In 32.46 percent primary and 33.76 upper primary schools the enrolment of students were not undertaken as per prescribed norms of age.
- In primary schools, 0.73 percent and 1.12 percent of enrolled students were with less and above age groups respectively. The proportion of such students in upper primary schools was 1.20 percent and 1.35 percent respectively.
- The left- out rates among boys were higher than among girls in both the level of schools.
- The percentage of left- out students was 0.29 percent in primary schools and 0.31 percent in upper primary schools.
- A very high proportion of 85 percent primary and 92 percent upper primary left –out students were studying in other schools.
- Reduction in incidence of left- out and retention of students can be better achieved through bringing awareness among parents by both teachers and VEC members.

Table 4.9(B) **Left- Out Students During the Study**

Sl No	Particulars	Primary School			Upper Primary School		
		Boys	Girls	Total	Boys	Girls	Total
1	No. of Students Enrolled On Sept.30	8096 (100.00)	7910 (100.00)	16006 (100.00)	2118 (100.00)	2039 (100.00)	4157 (100.00)
2	No. of Students as Per Register in the day of Visit	8066 (99.63)	7894 (99.80)	15960 (99.71)	2106 (99.43)	2038 (99.95)	4144 (99.68)
3	Left Out Students	30 (0.37)	16 (0.20)	46 (0.29)	12 (0.56)	1 (0.04)	13 (0.31)
4	Left out Students Studying in Other School	25 (83.33)	15 (93.75)	40 (84.95)	11 (91.66)	1 (100.00)	12 (92.30)
5	Net Students Left Out	5 (16.67)	1 (6.25)	6 (13.04)	1 (8.33)	nil	1 (7.69)

4.10 Children with Special Needs (CWSN)

During the child survey carried out in the sample villages had identified 187 children with Special Needs .Among them 146 children were in primary school going age group and 41 children were in the upper primary school going age group. Among them about 58 percent children, consisting of 60 percent girls and 53 percent boys were enrolled in primary schools. Similarly, in upper primary schools over 78 percent children, comprising 74 percent boys and 83 percent of identified children were enrolled. In terms of the types of disability of children it revealed that a highest percent of them were disabled in cases of hearing, speaking etc. (74 percent) followed by 23 percent with legs and lowest of 6 percent with hand.

Table 4.10: **Children with Special Needs (CWSN)**

Sl. No.	Particulars	Primary School	Upper Primary Schools	Total
1	No. of Disabled Children Identified in the Village			
	Boys	91(62.32)	23(56.09)	114(60.96)
	Girls	55(37.67)	18(43.90)	73(39.03)
	Total	146(100.00)	41(100.00)	187(100.00)
2	No. of Enrolled disabled children			
	Boys	55(60.44)	17(73.91)	72(63.16)
	Girls	29(52.73)	15(83.33)	44(60.27)
	Total	84(57.53)	32(78.05)	116(62.03)
3	Types of disability in students			
	Legs	15(18.98)	9(33.33)	24(22.64)
	Hand	2(2.53)	4(14.81)	6(5.66)
	Legs and Hand Both	-	-	-
	Others9hearin speaking etc).	62(78.48)	14(51.85)	76(73.58)
	Total Disabled Students	79(100.00)	27(100.00)	106(100.00)

Source: Field Survey, SSA Programme, District Siddharth Nagar, UP.

Findings and Suggestions

- The number of children identified for special needs were 187; among them 146 children were in primary and 41 children were upper primary school going age group. Out of these 58 per cent children in primary and 78 per cent in upper primary schools were enrolled.
- A majority of 74 percent children were disabled by hearing speaking etc; 78 percent boys and 52 percent
- The aids and appliances were not found distributed among the disabled children in any schools.
- Aids and appliances should be provided to all children.

4.11 Distribution of Free Text Books

The free text books were made available to all 108 sample schools . However 31 percent schools, 42 percent primary and 3 percent upper primary schools reported that the distribution of text books was delayed mainly on account of late supply of books from the BSA Office. Almost all the enrolled children in both primary and upper primary schools received the free text books. Distribution of text books was delayed in 42 percent primary and 3 percent upper primary schools.

Table 4.11: Free Text Book Distribution

Sl. No	Particulars	Primary School	Upper Primary Schools	Total
1	<u>Students provided free text books of all subjects:</u>			
	Boys	8042 (50.62)	2091 (50.92)	10133 (50.68)
	Girls	7845 (49.37)	2015 (49.07)	9860 (49.31)
	Total	15887 (100.00)	4106 (100.00)	19993 (100.00)
2	No. of Schools in which book distribution delayed	32 (41.55)	1 (3.22)	33 (30.55)
3	No. of Schools in which book distribution have been done timely	45 (58.44)	30 (96.77)	70 (64.81)
4	Total No of schools in which book distributed	77 (100.00)	31 (100.00)	108 (100.00)
5	<u>Reason for delay in text book distribution:</u>			
	a. Delay delivery from district office	23 (71.87)	1 (100.00)	24 (72.72)
	b .Less availability of books	1 (3.12)	-	1 (3.03)
	c. Others	8 (25.00)	-	8 (24.24)
	Total	32 (100.00)	1 (100.00)	33 (100.00)

Source: Field Survey, SSA Programme, District Siddharth Nagar, UP.

Findings and Suggestions

- The distribution of free text books was carried out among all enrolled students in both in primary and upper primary schools.
- Irrespective of delay supply of books in many schools all the children of both primary and upper primary schools were provided free text books.
- Delay in supply of text books from BSA Office was reported by 23 primary and 1 upper primary schools.

CHAPTER - V

MID-DAY MEAL PROGRAM

5.1 Details of Mid –Day Meal in Schools

The mid-day meal programme was being implemented in all the primary schools in the district. Based on the information collected among the sample schools it was indicated that the menu was displayed on the wall in nearly 99 percent schools. The striking features which emerges was that the food was not being supplied according to menu in 35.14 percent schools. Only in 14.29 percent schools the green vegetable was available in food. Non availability of food was reported as the major reason for not cooking food according to menu by 56 percent schools. In a second majority of 39 percent schools the reasons as untimely supply of food items ,inaccessibility to market for purchasing food items etc. were the reasons for not cooking food according to menu. A small numbers of 51 children were found bringing lunch in the school. On an average 0.66 students were bringing lunch in the school.

Furthermore, on the day of the visit of the research team in various sample primary schools it was indicated that a total of 8771 students had taken mid day meal before one day from the visit of the team. Average student beneficiary per school on that day were estimated to around 114 students. Similarly according to the registers of schools the number of students taken food on the day of the visit of research team were 8193 students. In this manner the numbers of students per school in this regard was estimated to 106 students. And the average headcount thus accounted to about 101 students per school (Table 5.1 (a))

Table-5.1 (A): Details about Mid Day Meal in Schools

Sl. No.	Particulars	Numbers
1	No. of Schools in which menu written on wall	76(98.68)
2	No. of Schools in which menu have not written on wall	1(1.32)
3	No. of Schools in which food supplied to the students according to menu	48(64.86)
4	No. of Schools in which food have not supplied to the students according to menu	26(35.14)
5	No. of schools in which green vegetables available in food	11(14.29)
6	No. of schools in which green vegetables have not available in food	66(85.71)
7	Reasons for not cooking food according to menu	
	a. None availability of food items	10(55.56)
	b. Lack of utensils	1(5.56)
	c. Others(untimely supply by pradhan, inaccessibility to market etc.)	7(38.89)
8	No. of students bring lunch from home	51
9	Per school Average No. of students bring lunch from home	0.66
10	No. of beneficiaries before one day from visit	8771
11	Average No. of beneficiaries before one day from visit per school	113.90
12.	No. of students taken food on the day of visit	
	a. According to register	8193
	b. Average According to register	106.40
	c. Head counts	7771
	d. Average Head counts	100.92

Source: Field survey, SSA programme, District Siddharth Nagar, U.P.

On the day of our visit in sample schools it was found that in a majority of 85.71 percent schools the food was given according to menu and in over 84 percent schools the students were happy with the quality of food supplied to them. In terms of quantity of food to the children, nearly 82 percent schools were happy with this. The lack of quality and inadequate quantity of food available were reported as the reasons of student's dissatisfaction of students over the mid meal. A very high proportion of 92.20 students, 13 percent boys and 87 percent girls were further found bring utensils from their home to avail mid day meal in the school. Table 5.1 (b)

Table-5.1 (B): **Mid-Day Meal on the Day of Team Visit**

Sl. No.	Particulars	Numbers
1	No. of schools in which food have been given according to menu	66(85.71)
2	No. of schools in which food have not been given according to menu	11(14.29)
3	No. of schools in which students are happy with the quality of food	65(84.42)
4	No. of schools in which students are not happy with the quality of food	12(15.58)
5	No of schools in which students are happy with the quantity of food	63(81.82)
6	No of schools in which students are not happy with the quantity of food	14(18.18)
7	<u>Reasons for the students are not happy with the Mid Day Meal:</u>	
	a. Food have not been cooked according to menu	
	b. Lack of quality	12(46.15)
	C Lack of Quantity	14(53.85)
	D Others	0(0.00)
8	No of Schools in which students bring the utensils from the home	71(92.20)
9	No. of male cooks in the schools	10(12.82)
10	No. of female cooks in the schools	68(87.18)

Source: Field survey, SSA programme, District Siddharth Nagar, U.P.

Findings and Suggestions

- The mid- day meal programme was being implemented in all the primary schools.
- The menu was written in the walls and the food was being supplied accordingly in most of the schools.
- However the green vegetables were hardly being supplied in a very high proportion of schools.
- A significant proportion of 82 percent students were happy with the quality of food being supplied to them.
- Non- availability of food items and inaccessibility to market were the main reason behind not cooking food according to menu.
- A good numbers of students were reported to had taken food on the day of our visit in schools.

Table 5.2: **Status of Cooks under MDM**

No.	Particulars	Numbers
1	<u>Social Categories of Cooks:</u>	
	a. Schedule Caste	14(16.28)
	b. OBC	53(61.63)
	c. Minority	11(12.79)
	d. Others	8(9.30)
2	No of School in which cooks have been paid regularly	57(74.03)
3	No. of schools in which cooks have not been paid regularly	19(24.61)
4	Average amount for cooks have been paid per month(Rs)	576.60

Source: Field survey, SSA programme, District Siddharth Nagar, U.P.

5.2 **Social Status of Cooks**

The details of the social status of cooks engaged in mid –day meal program are given in Table 5.2. There were 86 cooks engaged in mid day meal program in 77 primary schools. Out of them, a highest proportion of 64 percent belonged to the community of backward caste followed by 16 percent scheduled castes and a lowest proportion of 13 percent minority. Average per month salary paid to cooks was Rs.576. However only 74 percent cooks were paid their salary regularly.

5.3 **Infrastructure of Mid –Day Meal Programme**

The kitchen facility for cooking mid day meal was available in only 68.83 percent schools. Therefore in a sizeable proportion of 27.27 percent schools the mid day meal was being prepared on the open ground of the school. The safe drinking water facility was available in nearly 81 percent schools while the required utensils for cooking of meal were available in 88 percent schools.

In a very high proportion of 83.11 percent schools the wood and agricultural waste was being used in cooking of food. The funds for purchasing the utensils was largely created from the SSA grant in over 87 percent schools. The food items used in cooking of mid day meals were generally kept at the residence of Pradhan.

Table 5.3: Infrastructure Of MDM Programme

Sl. No.	Particulars	Numbers
1	No of school with kitchen	53(68.83)
2	No of school without kitchen	24(31.16)
3	<u>Venue for cooking in which schools kitchen have not been constructed</u> a. Open ground b. Cooked form outside c. Others	21(27.27) 1(1.29) 2(2.59)
4	No. of schools with availability of safe drinking water	62(80.51)
5	No. of schools without availability of safe drinking water	15(19.48)
6.	<u>Place for food item storage</u> a. In school b. At Pradhan's residence c. At PDA shop d. Others	26 (33.76) 47 (61.03) 3 (3.89)
7.	No. of schools with proper register for MDM	72(93.50)
8	No. of schools without proper register for MDM	5 (6.49)
9	No of schools with required utensils in kitchen	68(88.31)
10	No of schools without required utensils in kitchen	9(11.68)
11	<u>Source of Funds used in utensils purchasing</u> a. SSA b. Community Fund c. Others	67(87.01) 5(6.49) 5(6.49)
12	<u>Fuel used in cooking</u> a. LPG b. Kerosene Oil c. Fuel Wood and Other	9 (11.68) 4(5.19) 64(83.11)

Source: Field survey, SSA programme, District Siddharth Nagar, U.P.

5.4 Cleanliness and Inspection of MDM.

The students were made aware for both washing hands before and after taking food and to take food in organized way in 91 percent schools while they were aware to keep the water for utensil cleaning and not doing discrimination in taking food on the basis of caste, gender and disability in 70 percent and 44 percent schools respectively. The inspection of MDM was regularly being done in 84 percent schools mainly by school teachers which generally lasted daily.

Findings and Suggestions

- A large numbers of students were aware of washing their hand before and after taking meals and take meal in organized way.
- Nearly in half the schools the students were also aware of keeping water for cleaning utensils and were practicing differences in eating food together on the basis of caste, gender etc.
- Inspection of MDM was generally regularly done daily mainly by school teachers.
- Involvement of VEC and parents in MDM should be maximized.

Table 5.4: **Awareness and Food Inspection**

Sl. No.	Particular	Numbers/ Schools
1	<u>Students made aware about</u>	
	a. Students must wash their hands before and after taken food	70(90.90)
	b. Take & eat food in organized way	70(90.90)
	c. Keep the water for utensil cleaning	54(70.12)
	d. Nobody make differentiation on the basis of Caste/gender/disability at the time of taken food	34(44.15)
2	No of schools in which MDM inspected regularly	65(84.41)
3	<u>Inspection authority</u>	
	a. Community/Parents	1(1.53)
	b. VECs	5(7.69)
	c. School teachers	59(90.77)
4	<u>Duration/Frequency of Inspection</u>	
	a. Daily	59(90.77)
	b. Often	1(1.53)
	c. Sometime	5(7.69)

Source: Field survey, SSA programme, District Siddharth Nagar, U.P.

5.5 **Supply of Micro- Nutrients**

It was reported that the micro- nutrient was not given to any students in any sample primary schools.

Table 5.5: **Food Supplements**

Sl. No.	Particulars	Numbers/ Schools
1	No. of Schools in which micro nutrition supplement provided to the student	-nil
2	No. of Schools in which micro nutrition supplement have not been provided to the student	77
3	<u>Micro-nutrition supplement providers:</u>	-nil
	a. ANM	
	b. Others	
4	<u>Duration/Frequency of Micro-nutrition supplement as provided:</u>	-nil
	Once in a month	
	Twice in a month	

Source: Field survey, SSA Programme, District Siddharth Nagar U.P

5.6 **Participation of VECs And Parents in MD**

Considering into account the analysis on the participation pattern of VECs and the parents in MDM programme as presented in table 5.6 and the study team found during their visits in the sample schools it revealed that they were no matter reluctant whether the MDM Program was properly being implemented or it was just a formality. The facts were

that the co- operation of VECs and Parents through their contribution in generating funds/ items was reported very bad in over 74 percent schools and their contribution in daily supervision of MDM program was however, reported satisfactory in 42 percent schools.

Table 5.6: **Participation of Parents/VECs in MDM**

Sl. No.	Participation of Parents/VECs in MDM	Daily supervision of MDM	Cooperation through contribution of cash/items
1	Very Good	2 (2.59)	1(1.29)
2	Good	20(25.97)	4(5.19)
3	Satisfactory	32(41.55)	15(19.48)
4	Bad	23(29.87)	57(74.02)
	Total Schools	77(100.00)	77(100.00)

Source: Field survey, SSA Programme, District Siddharth Nagar, U.P.

Findings and Suggestions

- The performance and contribution of VECs and Parents in generation of funds /items was generally very bad in sample schools.
- In fact the VECs and parents were contributing in undertaking the supervision of MDM in a very small proportion of schools
- The involvement of VECs and Parents should be maximize in the implementation of MDM programme.

CHAPTER-VI

VECs GRANTS AND TLM

6.1 Gender wise Composition of VEC's Members

According to information provided by the sample schools there were 587 VEC's members together in 108 primary and upper primary schools. In detail there was the formation of 77 VEC's for 77 primary schools with 5.5 members per school. Similarly there were 162 members representing to 31 VEC's formed for upper primary schools. In terms of the representation of different sex in VECs was concerned it indicated that the proportion of women among total members constituted to 31.68 percent ,accounting for 35.18 percent in VECs formed for upper primary schools and 30.35 percent in VECs formed for primary schools.(Table –6.1.)

Table 6.1: Gender wise VEC members

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1	Female	129(30.35)	57(35.18)	186(31.68)
2	Male	296(69.64)	105(64.81)	401(68.31)
	Total	425(100.00)	162(100.00)	587(100.00)

Source: Field Survey, SSA Programme, District Siddharth Nagar, U.P.

6.2 Social category wise Composition of VECs Members;

Looking into the social category wise representation of people in VECs as the member the analysis presented in table 6.2 shows that different casts and community people were provided well representation in the formation of VEC's for both primary and upper primary schools. Among total numbers of VEC's members the representation of OBC constituted highest at 36.45 percent followed by 26.57 percent schedule castes,24.19 percent general castes and 12.77 percent minority.

Table 6.2: Social category wise VEC Members

Sl. No.	Caste	Primary School	Upper Primary School	Total
1	SC	112 (26.35)	44 (27.16)	156(26.57)
2	Minority	56 (13.17)	19(11.72)	75(12.77)
3	OBC	154(36.23)	60(37.03)	214(36.45)
4	General	103(24.23)	39(24.07)	142(24.19)
	Total	425(100.00)	162(100.00)	587(100.00)

Source: Field Survey, SSA Programme, District Siddharth Nagar, U.P.

Findings and Suggestions

- The representation of different castes /communities in the VEC's formed for both primary and upper primary schools was well according to their population.
- Among the total members the proportion of B.C. was highest at 36 percent and it was lowest at 13 percent for S.C. population.
- A well representation was also provided to women to represent the VEC's formed for both primary and upper primary schools.

6.3 VEC's Meetings

There was a norm of organizing the VEC meeting at least once in a month. The fact was that the VEC's formed for both primary schools and upper primary schools had been very punctual in organizing the meetings according to the norms. The monthly meetings were held in case of almost the VEC's. The frequencies of holding the meetings were recorded much higher than the prescribed norms.

As the number of meetings per month as organized during last six months were 3.44 accounting for relatively higher at 3.64 in upper primary schools as compared to 3.36 primary schools.

Table 6.3 (A): Details about VEC Meeting

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	<u>No. of School organized meeting:</u>			
	a. Yes	76(98.70)	1(100.00)	107(99.07)
	b. No.	1(1.30)	nil	1(0.93)
2	Total No. Of Meetings	259	113	372
	Average No. of Meeting only last 6 months	3.36	3.64	3.44

Source: Field Survey, SSA Programme, District Siddharth Nagar, U.P

6.4 Agenda of the Meetings;

There was a long list of agenda of the VEC's meetings which were organized in the last six months. Among them the main agendas were in relation to cultural programme, cleaning and maintenance of school buildings and toilets, formation of committees for different purposes of schools, undertaking plantation, mid day meal etc.

Findings and Suggestions

- The VEC's meetings were regularly organized in almost the schools.
- Average number of meeting held in a month during last 6 months were 3.44.

Table 6.3 (B): **Agendas of VEC Meetings**

Sl. No.	Meeting Agenda	Primary Schools	Upper Primary Schools	Total
1	For New building	4(5.19)	4(3.38)	8(3.29)
2	Recruitment of Shiksha Mitra	44(57.14)	16(13.55)	60(24.69)
3	For improvement of presence	11(14.29)	9(7.62)	20(8.23)
4	Enrollment	4(5.19)	9(7.62)	13(5.34)
5	For Pots, Food and recruitment			
6	Polio Drop	1(0.44)		1(0.41)
7	Mid day meal	5(2.22)	1(0.84)	6(2.46)
8	Discussion	6(2.66)	1(0.84)	7(2.88)
9	All maintenance work	14(6.22)	6(5.08)	20(8.23)
10	For committee	7(3.11)	2(1.69)	9(3.70)
11	Cleaning	16(7.11)	7(5.93)	23(9.46)
12	Scholarship	6(2.66)	2(1.69)	8(3.29)
13	Free dress	5(2.22)	1(0.84)	6(2.46)
14	Utilization of Money		6(5.08)	6(2.46)
15	Plantation	9(4.00)	3(2.54)	12(4.93)
16	For Welcome of Secretary			
17	Recruitment	1(0.44)	4(3.38)	5(2.05)
18	Cultural Program	81(36.00)	42(35.59)	123(50.61)
19	Formation of Education Committee	11(4.88)	5(4.23)	16(6.58)
	Total	225(100.00)	118(100.00)	243(100.00)
	No. of Sample Schools	77(100.00)	31(100)	108(100.00)

Source: Field Survey, SSA Programme, District Siddharth Nagar , U.P.

6.5 **Participation in Meetings**

The participation of women in attending the VEC's meetings was reported very low at 32.07 percent though their participation was marginally better in VEC's formed in primary schools as compared to VEC's formed in upper primary schools. Even the participation of members among scheduled castes was reported very less as compared to males of other castes. Table- 6.4

Table 6.4: **Sex and Caste-wise VEC Members Attending the Meeting**

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	412 (31.59)	197 (33.10)	609 (32.07)
2.	Male	892 (68.40)	398 (66.89)	1290 (67.93)
3	<u>Caste distribution among Male:</u>			
	a. SC	123 (13.78)	79 (19.84)	202 (15.66)
	b. Other	769 (86.21)	319 (80.15)	1088 (84.34)
	Total Member (Male + Female)	1304 (100.00)	595 (100.00)	1899 (100.00)

Source: Field Survey, SSA Programme, District Siddharth Nagar, U.P.

6.6 **VEC's Training**

It was reported by the BSA Office that the training of VEC members was not organized during the current financial year because the grant in this regard has not received so far. The training is proposed to be organized in the month of January 2008.

Table 6.5: **Details about VEC Training**

Sl. No.	Gender	Primary School	Upper Primary Schools
1	No. of Schools organized training of VEC members	nil	nil
2	No. of trained members Average per schools	nil	nil
3	<u>Reaction of trained members in school regarding training</u>	na	na
	a. Best		
	b. Good	na	na
	c. Satisfactory	na	na
	d. Bad	na	na
	Total Schools organized training	nil	nil

Source: Field Survey, SSA Programme, District Siddharth Nagar, U.P.

6.7 **Role of VEC's in Improving the School Conditions**

The contribution of VEC's in improving the condition of both primary and upper primary schools was found quite satisfactory. That is in the sense that the participation of VEC's was reported bad by only 14 per cent primary and 17 per cent upper primary schools. At the same time their contribution was found highest in checking the present

of teachers in 94 percent primary and 97 percent upper primary schools. The details are given in Table- 6.6.

Findings and Suggestions

- There was not any training programme organized for VEC's in district ,though it is proposed to be initiated in January.
- The contribution of VEC's in different aspects of improving the condition of schools was quite appreciable.
- The contribution was more remarkable in looking after the presence of teachers in the schools

Table 6.6: Role of VEC for improving the conditions of Schools

Sl. No.	Particulars	Atmosphere	Enrollment of Students	Present of teacher	Present of Student	Total
	<u>Primary School:</u>					
	a. Best	5(6.45)	6(7.79)	2(2.59)	2(2.59)	15(4.87)
	b. Good	25(32.46)	29(37.66)	40(51.54)	15(19.48)	109(35.38)
	c. Satisfied	37(48.07)	32(41.55)	32(41.55)	40(51.95)	141(45.77)
	d. Bad	10(12.98)	10(12.98)	3(3.89)	20(20.97)	43(13.96)
	Total	77(100.00)	77(100.00)	77(100.00)	77(100.00)	308(100.00)
	<u>Upper Primary</u>					
	Best	7(22.58)	2(6.45)	4(12.90)	2(6.45)	15(14.28)
	Good	12(38.70)	14(45.16)	17(54.83)	3(9.67)	28(26.66)
	Satisfactory	12(38.70)	10(32.25)	9(29.03)	13(41.93)	44(41.90)
	Bad	-	5(16.12)	1(3.22)	12(38.70)	18(17.14)
	Total	31(100.00)	31(100.00)	31(100.00)	31(100.00)	105(100.00)

Source: Field Survey, SSA Programme, District Siddharth Nagar, U.P

6.8 Grants Received and Its Utilisation in Primary Schools

During the visits of research team the pass books of all sample schools were examined. The details of grant received for different heads and its utilization pattern is presented in Table 6.7. It was found that a total of Rs.28.89 lakh was provided as grant to the sample primary schools for different purposes. On an average the amount of grant per school was Rs.37525. Per school average amount of grant received was highest for the construction of additional room (Rs.16363) and lowest for rams construction (Rs.253). The school maintenance and honorarium to para teachers were the other major heads of receipts. However there was the utilization of only 71 percent of the grant received by the schools till October 2007. Excepting the case of school development the grants received for remaining heads was largely not utilized.

Table 6.7: **Head wise Grants for Primary Schools (2007-08)**

Sl. No.	Head of Aid	Received	Expenditure
1.	School maintenance aid Average per school	340000 (4415.58)	35000 (4350.64)
2.	School development Average per School	12000 (155.84)	12000 (155.84)
3.	Honorarium for Para teacher (Shiksha Mitra) Average per School	900800 (11698.70)	867100 (11261.03)
4.	Construction of Building Average per School	-	-
5.	Construction of Rooms Average per School	1260000 (16363.63)	840000 (10909.09)
6.	Construction of Toilet Average per School	-	-
7.	Construction of Boundary Average per School	-	-
8.	TLM Average per School	38000 (493.50)	23000 (298.70)
9.	Ramps Construction Average per School	19500 (253.24)	19500 (253.24)
10.	NPEGEL Average per School	-	-
11.	Honorarium for Acharya Average per School	18750 (243.50)	15000 (194.80)
12.	Others Average per School	300418 (3901.53)	256318 (3328.80)
TOTAL		2889468 (37525.56)	2067918 (26856.07)

Source: Field Survey, SSA Programme, District Siddharth Nagar, U.P.

6.9 **Grants Received and Its Utilisation in Upper Primary schools**

It was found that the Government had provided Rs.2994966 as grant to sample upper primary schools. Average amount of grant per school was Rs.96612. However the schools had utilized only 74.61 percent of grant till October 2007. The share of grants per school for construction of additional class rooms was noted highest and it was lowest for TLM in the total grant of different heads. However school maintenance, and NPEGEL were the other major heads of grants. There had been the full utilization of grants in the heads like school maintenance, school development, construction of additional rooms and construction of toilets in the schools. Underutilisation of grant was highest in the head of NPEGL.

Findings and Suggestions

- There was a large gap between the amount of grant received per school and its utilization in different heads ,especially in primary schools.
- Construction of additional class rooms and school maintenance were the two major heads of grants received.
- The utilization of grants was reported only 71 percent in primary schools and 75 percent in upper primary schools.
- Utilisation of grant was full in school development in case of primary schools and construction related activities and maintenance in upper primary schools.
- The under utilization of grant was revealed in most of the heads except school development of primary schools and heads like TLM and NPEGL in case of upper primary schools.
- The schools should ensure the timely and properly utilization of grants.

Table 6.8: Head wise Grants for Upper Primary Schools (2007-08)

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1	School maintenance aid Average per school	140000 (4516.12)	140000 (4516.12)
2	School development Average per School	8000 (258.06)	8000 (258.06)
3	Construction of Building	-	-
4	Construction of Rooms Average per School	560000 (18064.5)	560000 (18064.5)
5	Construction of Toilet Average per School	80000 (2580.64)	80000 (2580.64)
6	Construction of Boundary	-	-
7	TLM Average per School	5000 (161.29)	3500 (112.90)
8	Ramps Construction Average per School	-	-
9	NPEGEL Average per School	932450 (30079.03)	258450 (8337.09)
10	Harmonium for Acharya Average per School	-	-
11	Others Average per School	1269516 (40952.12)	1184516 (38210.19)
TOTAL		2994966 (96611.81)	2234466 (72079.55)

Source: Field Survey, SSA Programme, District Siddharth Nagar, U.P.

6.10 Availability of Construction Related Records With VEC's

It was found that 48 percent primary and 61 percent upper primary Education Committees had construction work manual. A significant numbers of 48 percent primary school VEC's and 42 percent upper primary school VEC's had no accounts for school related construction work while 52 percent primary and 58 percent upper primary school VEC's had accounts of school related construction work/items. And 58 percent primary and 71 percent upper primary VEC's had been keeping proper records of funds.

Table 6.9: Availability of Construction related records with VEC

Sl. No.	Particulars	Primary School	Upper Primary Schools
1	Construction work manual with village education committee	37(48.05)	19(61.29)
2	Construction related manual not with VECs	40(51.94)	12(38.70)
3	No. of VEC with proper up keep of Fund's records	45(58.44)	22(70.96)
4	No. of VEC without proper up keep of funds update	32(41.55)	9(29.03)
5	No. of VEC having accounts of school related construction work/items	40(51.94)	18(58.06)
6	No. of VECs not having accounts for school related construction work/items	37(48.05)	13(41.93)
	No. of total schools	77(100.00)	31(100.00)

Source: Field Survey, SSA Programme, District Siddharth Nagar, U.P.

Findings and SUGGESTIONS

- A significant proportion of Education committees did not have construction work manual.
- Even a high proportion VEC's were not keeping the records of funds update
- Over half of the VEC's did not have accounts for school related construction work /items.
- The SSA Office should take initiatives to check the maintenance of various account records of VEC's frequently.

6.11 Teaching Learning Materials (TLM)

Based on analysis presented in Table 6.10 it revealed that only a marginal proportion of 0.48 percent primary and 0.54 percent upper primary teachers received the TLM grant during the present financial year. In fact not a single teacher was given the training for using TLM grant. However the TLM was displayed in 45 percent primary and 42 percent upper primary schools. The TLM grant was used by 49 percent primary students and 45 percent upper primary students.

Table 6.10: **Details about Teaching Learning Material**

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1	No. of Teachers/Shiksha Mitra received TLM amount Average	37 (0.48)	17 (0.54)	54 (0.35)
2	Training of teachers regarding use of TLM	0 (0.00)	0 (0.00)	0 (0.00)
3	Display of TLM in class rooms	35 (45.45)	13 (41.93)	48 (31.16)
4	Use of TLM by student	38 (49.35)	14 (45.16)	52 (33.76)
	No. of Total school	77 (100.00)	31 (100.00)	154 (100.00)

Source: Field Survey, SSA Programme, District Siddharth Nagar, U.P.

Findings and Suggestions

- Less than one percent teachers received TLM amount.
- No teacher was provided TLM training
- Display of TLM was seen in 45 percent primary and 42 percent upper primary schools.
- Less than 50 percent children used TLM.
- The grant of TLM should be made available timely.
- The teachers should be given proper training for using TLM.

6.12 Use of TLM by Teachers

The details regarding the use of TLM as presented in Table 6.11 shows that the teachers in nearly 19 percent schools consisting 16 percent upper primary schools and a little over 19 percent primary schools were never used TLM in the past. However the teachers in a fairly highest proportion of 50 percent schools were using TLM often while in remaining 31 percent schools ,comprising 29 percent primary and 39 percent upper primary schools the teacher were reported to have been using TLM always.

Table 6.11: **Use of TLM by Teachers**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Always	22 (28.57)	12 (38.70)	34 (31.48)
2	Often	40 (51.94)	14 (45.16)	54 (50.00)
3	Never	15 (19.48)	5 (16.12)	20 (18.51)
	Total	77 (100.00)	31 (100.00)	108 (100.00)

Source: Field Survey, SSA Programme, District Siddharth Nagar, U.P.

Findings and Suggestions

- The teacher in a significant proportion of both primary and upper primary schools have been using TLM.
- Only the teachers of 19 percent primary schools as against 16 percent upper primary schools have never used TLM.

CHAPTER VII

CIVIL WORK

7.1 Construction of School Building

The construction work of new school building was not found undergoing in any sample primary or upper primary schools in the district.

Table 7.1: Construction of School Buildings

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	No. of School Buildings under Construction			
	<u>Progress of Construction (No. 7):</u>			
	a. Foundation Level	Nil	Nil	Nil
2	b. Up from Doors Level	Nil	Nil	Nil
	c. Completing Roof Final Finishing	nil	nil	nil
	Total no. of Sample Schools	77	31 (100.00)	108 (100.00)

Source: Field Survey, SSA Programme, District Siddharth Nagar, U.P.

The construction work of additional rooms in 11.68 percent primary and 12.90 percent upper schools was found undergoing during the survey work. Among them the construction of one additional class room in all the 9 primary schools and 3 upper primary schools while the construction of two additional room in one upper primary school was in progress. Excepting the case of one primary school and two upper primary schools the construction of additional rooms in remaining schools was either near completion or the roofing was only left. The head master have been mainly given the responsibility of supervising the construction work in most of the schools; 56 percent primary and 75 percent upper primary schools. The details are given in Table 7.2.

Table 7.2: **Construction of Extra Rooms**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools
1.	No. of Schools under extra room construction	9 (11.68)	4 (12.90)
2.	No. of schools one room constructed	9 (11.68)	3 (9.69)
3.	No. of schools more than two room constructed		1 (3.22)
4.	<u>Progress of Extra rooms construction</u>		
	a. Foundation level		
	b. Up from doors level	1 (11.11)	2 (50.00)
	c. Completing roof	4 (44.44)	1 (25.00)
	d. Others	4 (44.44)	1 (25.00)
5.	<u>In charge of construction work</u>	5	3
	a. Head Master	(55.55)	(75.00)
	b. Teacher	3 (33.33)	1 (25.00)
	c. ABRC	1 (11.11)	-

Source: Field Survey, SSA Programme, District Siddharth Nagar, U.P.

Findings and Suggestions.

- The construction of additional rooms was undergoing in 12 percent primary and 13 percent upper primary schools.
- Head Masters of concerned schools were mainly made incharge of construction work.
- The construction of additional rooms was either in the stage of near completion or the roofing was only left

7.2 Construction of Toilets and Installation of Hand Pumps;

The installation of hand pumps for providing drinking water facility to the children was undertaken in only 2.59 percent primary and 3.22 percent upper primary schools through the funds provided under Swajaldhara scheme. However there was a proposal to install hand pumps in another 2.59 per cent primary and 3.22 per cent upper primary schools. The construction of toilets was under construction in 3.89 per cent primary and 6.45 percent upper primary schools. The construction was being carried out under all three schemes as TSS.SSA and the funds generated from other heads of Govt. in primary schools and through the funds of TSS and SSA in upper primary schools. There was a proposal to construct toilets in another 3.89 percent primary schools.

Table 7.3: **Installation of Hand Pumps and Construction of Toilets**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	No. of School under Installation of Hand Pumps for Drinking Water	2 (2.59)	1 (3.22)	3 (2.77)
2	<u>Schemes of Hand Pumps Installation:</u>	2	1	3
	a. Swajaldhara	(100.00)	(100.00)	(100.00)
	b. SSA			
3	No. of Schools with Proposed Hand Pumps	2 (2.59)	1 (3.22)	3 (2.77)
4	No. of Schools with under Construction of Toilets	3 (3.89)	2 (6.45)	5 (4.62)
	<u>Schemes for Toilets:</u>	1	1	2
	a. TSS	(33.33)	(50.00)	(40.00)
	b. SSA	1 (33.33)	1 (50.00)	2 (40.00)
	c. Others	1 (.100.00)		1 (20.00)
6	Proposed no. of Toilets in Schools	3(3.89)	nil	3(2.77)

Source: Field Survey, SSA Programme, District Siddharth Nagar, U.P.

Findings and Suggestions

- The hand pumps were installed in very small numbers of 2.77 percent schools, through Swajaldhara scheme though there was a provision to install hand pumps in another same numbers of schools.
- The toilets were under construction in 4.62 percent schools and there was proposal to construct toilets in another 2.77 percent schools.
- Efforts should made to cover all the schools under drinking water facility through fund created from TSS.
- The provision of providing toilet facility is necessary for all schools.

7.3 Technical Supervision of Construction Work

The Junior Engineers were found engaged in the supervision of civil work in the construction of all the 8 primary and 2 primary schools where the construction was in progress. It was further revealed that the JE's supervision of construction work was either at block or district level as it was 80 percent in the cases of block level as against 20 percent of district level. However the JE's supervision was not found in 2 upper primary and 1 primary schools.

Table 7.4: **Status of Technical Supervisions**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	No. of Schools in which JEs Supervising the Civil Work	8 (100.00)	2 (100.00)	10 (100.00)
2	Schools Supervised by Different Level JEs:			
	a. Block Level	7 (87.50)	1 (50.00)	8 (80.00)
	b. Tehsil Level	nil 1 (12.50)	nil 1 (50.00)	nil 2 (20.00)
	c. District Level			
	Total No. of Schools	8 (100.00)	2 (100.00)	10 (100.00)

Source: Field survey, SSA Programme, District Siddharth Nagar U P

Table 7.5: **Inspection and Views about Construction Work**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Inspection of construction work on spot by technical employee	9 (100.00)	4 (100.00)	13 (100.00)
2.	No of times inspections was done before survey			
	a. One time	3 (33.33)	1 (25.00)	4 (30.76)
	b. Two time	4(44.44)	3(75.00)	7(53.84)
	c. Three and more time	3(33.33)	NIL	3(15.40)
3.	Level of Inspection			
	a. At the Foundation level	2(22.22)	3(75.00)	5(38.46)
	b. Up to doors level		1(25.00)	1(7.69)
	c. Linter level	2(22.22)		2(15.38)
	d. Other(in between construction)	5(55.55)		5(38.46)
4.	Views of investigators regarding construction work			
	a. Good	3(33.33)	2(50.00)	5(38.46)
	b. Satisfactory	6(66.66)	2(50.00)	8(61.53)
	c. Unsatisfactory	-		
5.	Comments of investigator in condition of unsatisfactory construction work			
	a. Low quality of building material	NA	NA	NA
	b. Slow construction work	NA	NA	NA
	c. Lack of appropriate use of material	NA	NA	NA

Source: Field survey, SSA Programme, District Siddharth Nagar, U.P.

7.4 **Inspection and Views about Construction Work**

Further it was found that the inspection of the progress of construction work in all the 9 primary schools and 4 upper primary schools was accordingly undertaken by the technical employees. In a highest proportion of 54 percent schools, consisting 44 percent primary and 75 percent upper primary schools the inspection of construction

work was carried out in two times. In fact there were over 15 percent schools where inspection took place two times. It was reported that the inspection of construction work was mainly undertaken at the foundation level and in between the period of construction taking place. During the survey work the investigators found that the construction work in a highest majority of 62 percent schools was satisfactory and in remaining schools it was rated good.

Findings and Suggestions

- The JE's did not visit in two primary and one upper primary school for supervising the construction work.
- The supervision of construction was done largely at block level.
- Inspection of the construction work on the spot was performed in cases of all the schools.
- Inspection was done mainly at the foundation level and during the ongoing construction work.
- The quality of construction work was found quite satisfactory in most of the cases.

CHAPTER VIII

OTHER PROGRAMMES AND BRC/NPRC INPUT

8.1 Kasturba Gandhi Balika Vidyalaya (KGBV)

A total of 12 KGBVs were sanctioned in the district for the year 2007-08. However there was only one KGBV was operating in Naguar Tehsil of the district. Due to non availability of land at proper location the construction of building of KGBV was not initiated so far. The present study had obtained required information from only one presently functioning KGBV .

The details of teaching and non teaching staff as presented in Table 8.1 indicates that there were the sanctioned position of 8 teachers and 5 non-teaching staff for the single functioning KGBV. However only 50 percent of the sanctioned position of teachers and 80 percent of non-teaching staff was appointed till October 2007. The position of chaukidar was not sanctioned so far.

Table-8.1: Teachers and Other Staff in KGBV, Mishrikh, Siddharth Nagar

Sl. No.	Designation	Sanctioned	In Position
1	Warden cum Teacher	1	1
2	Teachers	Full Time	4
		Part Time	3
3	Accountant	1	1
4	Assistant Accountant	1	nil
5	Peon	1	1
6	Chaukidar	nil	nil
7	Cook	1	1
8	Others	1	1

Source Field Survey, SSA Programme, District Siddharth Nagar, U.P.

8.2 Social Category of Students

There were 75 students enrolled in the sample KGBV. Out of these enrolled students a highest proportion of 62.67 percent children were enrolled from other backward communities followed by 27 percent scheduled castes, 8 percent from household with below poverty line while a lowest proportion of 2.67 percent from minority communities.

Table- 8.2: Social Category of Students in KGBV

Sl. No.	Social Category of Students	Number of Students
1	Schedule Caste	20 (26.67)
2	Schedule Tribe	NIL
3	Other Backward Caste	47 (62.67)
4	Minorities	2 (2.67)
5	Others General (Bellow Poverty Line)	6 (8.00)
	Total	75 (100.00)

Source Field Survey, SSA Programme, District-Siddharth Nagar, U.P.

Findings and Suggestions

- Looking the lower level of enrolments among girls as compared to boys there is a need to open all KGBV's as soon possible.
- The location for construction of building for KGBV should be identified soon.
- The enrolments of girls in presently functioning KGBV were very low .The enrollment should be maximized.
- The vacant positions of teaching and non-teaching staff should be filled
- There was a good representation of girls studying in the KGBV.

8.3 National Programme for Education of Girls at Elementary Level(NPEGEL)

There were 160 NPEGEL educational centers operating almost evenly in all the 14 Development Blocks of the district. Out of which we selected 9 NPEGEL centers located in four sample tehsils for the purpose of present study. It was reported that all the sample model clusters had received the grant from the BSA Office for their functioning during the current financial year of 2007-08.

The total amount disbursed as grant to the NPEGEL centers was Rs.2100292. The amount of grant received per model cluster school was estimated to Rs.233366. The total size of children enrolled in 9 NPEGEL centers were 180. Thus the enrollment of children per model cluster school accounted for 20 in numbers. The TLM for library, games and skill training was provided to all the schools but the free text books were not provided to the students in any school. In terms of the facility of electricity, it was provided to only one sample school. The construction work of extra room was in progress in 3 model cluster schools while none of the sample schools was provided the facility of toilet and drinking water.

Findings and Suggestions

- All the 9 Model Cluster Schools received grant from the Govt.
- The amount of grant provided per school was Rs.2.33 lakh.
- The facility of drinking water and toilet was not available in surveyed schools.
- The students were not provided free text books.
- The enrolment of children per school was 20 in numbers.
- The TLM was received by all the model cluster schools.
- The facility of drinking water and toilet should be made available in each schools.
- The provision of providing free text books to children should be ensured.

Table 8.3: Details of Sample NPEGEL Centres

Sl. No.	Particulars	Amount (Rs.) No.
1.	No. of Model cluster school Surveyed	9
2.	No. of Model cluster schools received amount in financial year (2007-08)	9
3.	Total Amount received Amount Average per school	2100292 233366
4.	No of model cluster school under civil work a. Extra Room b. Drinking Water c. Toilet	3 nil nil
5.	No of school with electrified	1
6.	No. of school with ECCE	nil
7.	No of School teacher trained with sanitation	nil
8.	No. of school required amount for TLM, Library, Game, skill training	9
9.	Total no. of Girls enrolled Average per school	180 20
10.	No of school provided free text book to enrolled girls	nil

Source: Field survey, SSA Programme, District Siddharth Nagar, U.P.

8.4 Education Guarantee Scheme(EGS),AIE and Madrasas;

There were 26 operating Madrasas in different tehsils and urban areas of the district. For the purpose of present study we covered 3 Madrasas one each from urban area and Tehsil Baraniand and 2 Madarsa from Dumariaganj. However there were not any functioning EGS and AIE centers in the district. All the Madrasas were operating in their own permanent buildings. Out of 3 sample Madrasas, one each of them was reported established during the year 2003, 2004 and 2005 .There was one Aharya appointed in each Madrasa with a monthly salary of Rs.1000. Out of these three Acharyas, one was appointed on regular basis and two were appointed on irregular basis.

Findings and Suggestions

- The Madrasas were evenly established among the different tehsils.
- All of them are located on their own permanent building.
- Each of the Madrasa had trained Acharyas for teaching work.

Table 8.4 EGS/AIE& Madarsa Centers in Siddharth Nagar

Sl. No.	Particulars	EGS	AIE	Madrasa	Total
1.	Total No	-	-	26	26
2.	No of sample Centres	-	-	3	3
3.	a. Permanent Place b. Temporary Place	-	-	3 -	3 -
4.	Establishment Year a. 2003 b. 2004 c. 2005	-	-	2 1	2 1
5.	No of Acharya Trained	-	-	3	3
6.	Payment to Acharya (Rs.1000/month)	-	-	3000	3000
7.	Regular Payment	-	-	1	1
8.	Irregular payment	-	-	2	2

Source: Field survey, SSA programme, District Siddharth Nagar,

8.5 Academic Input of BRC/NPRC Coordinators;

It was indicated that the BRC coordinator visited 159 times in primary and 70 times in upper primary schools. Average number of visits per month were a little over 2 times in both primary and upper primary schools. Similarly the total number of visits made by NPRC coordinators were 308 times in primary schools and 68 times in upper primary schools. Thus the average number of visits per month of NPRC Coordinator in primary and upper primary schools were 4 times and 2 times respectively. Details are presented in Table-8.5.

Table 8.5: Details of Academic Input Provided by Coordinators

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Visits of BRC Coordinator for Academic Input	159 (48.42)	70 (44.28)	229 (47.16)
	No. of Times (Average) per Month	2.06	2.25	2.12
2	Visits of NPRC Coordinator for Academic Input	308 (25.00)	68 (45.58)	376 (28.72)
	No. of Times (Average) per Month	4.00	2.19	3.48
	Total Schools	77 (100.00)	31 (100.00)	108 (100.00)

Source: Field survey, SSA Programme, District Siddharth Nagar, U.P.

8.6 Views of Investigators About the General Condition in Schools

The views and assessment of the research team visited in different sample schools were that there was at least some extent of security arrangements available in 84 percent primary schools and 94 percent upper primary schools, even it was very good or good in 44 percent primary and 45 percent upper primary schools. The condition of hygiene was revealed bad in 16.39 percent primary schools only. In regard to the prevailing condition of cleanliness among the students was concerned it was found quite satisfactory and good in 84 percent primary schools as against of 97 percent upper primary schools. The discipline among children was indicted unsatisfactory in only 8 percent primary schools as against 3 percent upper primary schools.

Findings and Suggestions

- There was a little security problem seen in only a small proportion of schools.
- Even the emerging situation of hygiene, cleanness and discipline among students in a overwhelming majority of both primary and upper primary schools was not bad but still more attention is required to be devoted in favor of these concerns.

Table 8.6: Views of Investigators Regarding Schools

Sl. No.	Particulars	Very Good	Good	Satisfactory	Bad	Total
1.	Primary Schools	8	26	34	12	77
	a. Security	(10.38)	(33.76)	(44.15)	(15.58)	(100.00)
	b. Hygiene	4	27	38	8	77
		(5.19)	(35.06)	(49.35)	(16.39)	(10.00)
	c. Cleanliness	3	31	35	8	77
		(3.89)	(40.25)	(45.45)	(16.39)	(100.00)
	d. Discipline in students	4	23	44	6	77
		(5.19)	(29.87)	(57.14)	(7.79)	(100.00)
2.	Upper Primary Schools	4	10	15	2	31
	a. Security	(12.90)	(32.25)	(48.38)	(6.45)	(100.00)
	b. Hygiene	3	16	12	-	31
		(9.67)	(51.61)	(38.70)		(100.00)
	c. Clealine	3	18	9	1	31
		(9.67)	(5.80)	(29.03)	(3.22)	(100.00)
	d. Discipline in students	5	15	10	1	31
		(16.13)	(48.38)	(32.25)	(3.22)	(100.00)

Source: Field survey, SSA Programme, District Siddharth Nagar,

U.P.